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This study centered on the extent of adult correspondence study in Great Britain, student objectives, and reasons for success or failure in study for the General Certificate of Education, higher degrees, and other advanced qualifications. Enrollment questionnaires from 13,304 students, and 2,090 responses to a retrospective survey, were used. These were among the conclusions: (1) most students are from highly urbanized areas; (2) job advancement is the chief motive; (3) the correspondence method tends to be freely chosen over other available methods; (4) attrition, highest in the early stages of a course, usually stems from general difficulties of part-time study; (5) oral tuition is more successful than the correspondence method in maintaining student interest and incentive. (Also included are a bibliography, research review, statistical appendixes, notes on questionnaire scoring and on enrollment records, a pilot study on preparation of students for an accounting examination, and surveys of correspondence education in seven European countries.) [Not available in hardcopy because of marginal legibility of original document.] (ly)

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STUDY BY CORRESPONDENCE

Report of a research project
carried out under the direction
of Professor E. G. Wedell

by

R. Glatter

and

S. Subramanian

Volume I

REPORT AND BIBLIOGRAPHY

Department of Adult Education
University of Manchester

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for examinations for degrees
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VOLUME I

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Preface

Since Part III of the Education Act 1944 came into force, under which independent schools are required to seek registration by the Department of Education and Science, correspondence education has been the one significant sector of the educational system for the quality of which no public agency takes at least some measure of responsibility. Only now, with the appointment of the Correspondence College Accreditation Council, is a public stake being established in this field.

The explanation for this slow awakening of public interest in correspondence education derives from its origins and from the history of educational development in this country. Correspondence study has tended to be regarded as a medium of last resort for those people, mainly adults, who were unable for economic or geographical reasons to obtain effective face-to-face education in an institution of further education or a university. As the account of the development of correspondence education in chapter one describes, this mode of study was largely a product of growing social and occupational mobility among large sections of the population during the half century or so before the First World War. Hence it became associated with the striving for professional status of the aspiring middle classes, particularly in the commercial occupations.

Since correspondence study was regarded as an inferior form of provision it is not surprising that educational reformers largely ignored it in formulating plans for the extension of educational opportunities. The road to educational progress was thought to lie exclusively along the extension to the whole population of the educational opportunities which in past ages had been enjoyed by only a few. Correspondence education, originating as it did from the deficiencies in public educational provision, was expected to wither away as the resources for 'proper' education increased.

This expectation has turned out to be a fallacy, both because correspondence study has shown itself capable of competing with more orthodox forms of provision, and because the phasing of the need for education during the human life span has proved less predictable than at one time was thought possible. Men and women do not meet the need for education with the completion of secondary education, or with the achievement of some form of initial training for a career. They require opportunities for further education at various stages of the life span, both for reasons of professional advancement and for less immediately vocational reasons. As a result, after 25 years of unprecedented educational expansion, it is estimated that about half a million adults are still studying by correspondence, and that this number is growing.

Correspondence education thus remains, numerically, a major sector of education in this country. It is significant that, in spite of notable advances in educational technology, the Open University has found it advisable to switch its emphasis from broadcasting to correspondence as the central medium of instruction. As the Report of the Planning Committee explains, 'each degree course will make substantial use of correspondence course techniques which will provide the nucleus around which an integrated sequence of radio and television programmes, of discussion groups and of shortresidential courses can be built.'* It seems likely therefore that correspondence study is here to stay and that it will play a more significant part in the spectrum of public educational provision in the future than it has done in the past.

The research project carried out in the Department of Adult Education of Manchester University, the results of which are set out in these three volumes, was initiated in order to reduce the area of ignorance about the extent of correspondence education undertaken by adults, about students' objectives and about the reasons for their success or failure. The original impetus was the observation of the important role of correspondence in the education of adults in the United States of America. But although the project was initially conceived as a joint Anglo-American one, it became evident on further investigation that conditions in the two countries differed too widely to make a joint enquiry feasible. It was decided therefore to concentrate on the position in Britain and, within this, on the higher educational levels, that is on correspondence study for degrees and other advanced qualifications. The Department of Education and Science made available a substantial grant which has enabled us both to plot reference points in an hitherto uncharted field and to undertake the two major surveys with which volumes I and II of this report deal. It also made possible the assembly of the comparative material contained in volume III. This we consider to be of value particularly since the remarkable growth of correspondence education in a wide variety of other countries, both developed and developing, is a phenomenon which we in this country would be foolish to ignore. Developments in the United States are well documented in English. This study therefore concentrates on Western and Eastern Europe. Accounts of correspondence education in France, Germany, Holland, Poland, Sweden and the U.S.S.R. are given in volume III.

Volume I sets out the pattern of the study and the results of two distinct enquiries; a retrospective survey of a sample of correspondence students known to have begun their studies in 1964, and an enrolment survey of men and women launching out on a selected number of courses during the calendar year 1967. The comprehensive nature of the latter cohort makes it desirable to extend the study of it throughout its correspondence 'life span'. It is hoped that funds for this continuation will be made available. Volume II contains the detailed statistics upon which the conclusions in volume I are based.

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* The Open University, H.M.S.O., London, 1969, para. 65.

Mr Ronald Glatter, Research Associate in the Department, was engaged full-time on the project from its inception until September 1968. Dr Subramanian joined him as Research Associate from December 1966. Under my general direction Mr Glatter and Dr Subramanian took a large measure of responsibility for the mapping out and the execution of the research. Great credit is due to them for the energy and judgement with which they distinguished the relevant from a mass of intractable material, for the precision with which they handled the main surveys, and for the sensitivity and tact with which they secured the co-operation of our partners in the enterprise: the correspondence colleges, the professional bodies and other validating authorities and not least, the thousands of correspondence students on whose goodwill and interest the project has depended. We acknowledge elsewhere the help and encouragement which we received from a wide range of collaborators. Here I wish to place on record my own indebtedness to these two colleagues.

E.G.W.

Department of Adult Education,
University of Manchester.

March, 1969

Acknowledgements

Throughout the study we were much helped by the interest shown, corporately and individually, by the project's advisory committee, whose names are given on page vii. The contributions of two Members have been especially formative. We have benefited greatly from the detailed knowledge of advanced commercial education of Mr M.E. Sprakes, H.M.I., and from the constructive mediation of Group Captain P.H. Wood, Secretary of the Association of British Correspondence Colleges. Much of what has been achieved is due to their knowledge and their enthusiasm for the project.

The nature and scale of the task which a number of correspondence institutions agreed to undertake is indicated on page 63. In addition, many of their representatives gave willingly of their time and knowledge during the planning stage of the project. The degree of co-operation and goodwill brought to the project by the correspondence institutions exceeded our expectations. We wish to record our thanks in particular to Mr L. Cowham, Mr B. Mendes and Professor H.F. Trewman, of the Cleaver-Hume group of correspondence colleges; Miss J. Marshall, Secretary of London University's Commerce Degree Bureau; Mr E.A. Andrew, Principal of the International Correspondence Schools; Mr K. Carter, Education Officer of the National Association of Local Government Officers; Mr B. Knight and Mr H.D. Perraton, of the National Extension College; Mr I.B. Young, Principal of the Rapid Results College; Mr J.C. Crawford, Principal of the School of Accountancy; and to Col. H.T. Rooke, Administrator of Wolsey Hall.

The professional associations also gave us much help. Here we are particularly indebted to Mr H.R. Rose, Secretary of the Corporation of Secretaries; Mr E. Glover, Assistant Secretary of the Institute of Bankers; and Mr T.B. Degenhardt, Deputy Secretary of the Institute of Cost and Works Accountants. Mr R. J. Feil, Deputy External Registrar of the University of London, has similarly assisted us in many ways since he joined the External Department some two years ago.

We also received much help from people abroad who are concerned with correspondence education, particularly in connection with the visits to their countries. Acknowledgements are made in the reports of those visits which appear in volume III.

Within our own Department, warm thanks are due to Mr W.J.A. Harris, Lecturer in Adult Education, whose interest in correspondence education has been of long standing. Mr Harris supplied a first draft of chapter one of this report, basing it on his article in the January, 1967, issue of Adult Education.[*] He also undertook the laborious task of analysing a sample of the responses to the open-ended sections of the enrolment questionnaire. A report on this analysis appears as Appendix H in volume III. We also received considerable help on both design and administrative aspects of the research from Mr C.D. Legge, Deputy Head of the Department; and from Mrs Jean Baskett, who gave full-time assistance during the final stages of the work, collating material and producing the text of the report.

We should add that the inadequacies of this report can in no way be traced to any of those mentioned above. The responsibility for them is ours alone.

E.G.W.
R.G.
S.S.

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[*] Our thanks are due to the National Institute of Adult Education for permission to use this material.

Consultative Committee

Mr L.E. Ball, C.B.E.[1]	External Registrar, University of London
Dr C.E. Gurr[2]	formerly Chief Education Officer, Middlesex. Chairman, Committee on Accreditation of Correspondence Colleges
Mr E.M. Hutchinson, O.B.E.	National Institute of Adult Education
Mr Brian Jackson[3]	National Extension College
Mr C.D. Legge	Deputy Head of Department of Adult Education, University of Manchester
Professor R.A.C. Oliver	Department of Education, University of Manchester
Mr M.E. Sprakes, H.M.I.	Department of Education and Science
Professor W.E. Styler	Department of Adult Education, University of Hull
Mr J.R. Thomas	Association of Education Committees
Professor H.F. Trewman	Correspondence College Standards Association
Professor R.D. Waller	Professor Emeritus of Adult Education, University of Manchester
Professor F.W. Warburton	Department of Education, University of Manchester
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Professor H.C. Wiltshire[4]	Department of Adult Education, University of Nottingham
Professor S. Wiseman[5]	School of Education, University of Manchester
Group Captain P.H. Wood	Association of British Correspondence Colleges

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[1] On the retirement of Mr Ball, Mr R.J.L. Feil, Deputy Registrar, took his place.

[2] Resigned 1967 on appointment overseas.

[3] Mr Jackson was succeeded by Mr A. Charnley in 1968.

[4] Resigned 1968 on secondment overseas.

[5] Resigned in 1968 on appointment as Director of the National Foundation for Educational Research.

Chapter One

CORRESPONDENCE EDUCATION IN BRITAIN: A BRIEF INTRODUCTION

Chapter One

CORRESPONDENCE EDUCATION IN BRITAIN: A BRIEF INTRODUCTION

It is estimated that education by post has a following in Britain which numbers at least 284,000 enrolments annually*. At any one time, the number of students taking a correspondence course is likely to be about 500,000.

Merely by virtue of these numbers this form of study must be considered as a substantial sector of the British educational system. Yet while in Scandinavia, Australia or France, for example, correspondence study is part of the official educational provision for both child and adult, in Britain it has rarely been provided under official auspices and is almost entirely limited to adults. The predominantly commercial character of the provision here, and the absence of correspondence study from the public system can be only partly explained by social and geographical conditions. Britain has, it is true, a high density of population, many urban centres, an intensive transport network and a well-developed school and college system. But other countries with a much smaller population and broadly similar conditions, such as Holland, have in fact more correspondence students.

There are several reasons for the lack of reference to correspondence education by writers on education in Britain. Many educationists think it suffers from inherent imperfections and presents problems which preclude its acceptance as an educational tool. Sharp commercial practice by a very few smaller firms has sometimes earned for postal courses in general the reputation of being inefficient, anti-social, and therefore unworthy of serious note. Adult educators who have long been pre-occupied with the definition of adult education in terms confined to non-examinable and non-vocational liberal study have frequently neglected correspondence education, without even observing the large amount of non-vocational, liberal, cultural and recreational study served by it.

The use of postal courses by such official bodies as the Institute of Army Education and the Prison Service (through the Home Office), confirms the particular advantages of correspondence education when conventional forms of provision are not available or appropriate. But apart from such special applications, the response of students themselves has been generally positive and often enthusiastic. The scale and persistence of the student following of correspondence education, and its consistent growth in spite of increasing alternative provision of further and adult education, clearly suggest the need for a new assessment of this area of educational activity.

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* Committee on Accreditation of Correspondence Colleges, 1966.

Origin and development

It is claimed that correspondence tuition started about 1840, when the original Mr Pitman sent his students instruction in shorthand by postcards. Its more systematic organisation dates from 1880 and 1890. Many of the better known colleges started during this period, including University Correspondence College, Wolsey Hall, Chambers, Clough's, Foulks Lynch and Skerry's. Most of these began modestly with the coaching of a few pupils by an individual-a retired civil servant (Skerry's, 1880), a solicitor (Foulks Lynch, 1884), or a schoolmaster (Wolsey Hall, 1894). All were originally concerned with a single subject or examination, until a rapid expansion of clientele (such as Wolsey Hall's growth from six to thirty pupils by the second year), suggested commercial possibilities.

Many of these very early colleges survive today, sometimes under changed direction. The International Correspondence Schools, now probably one of the largest, began here in the 1890's as a subsidiary of the American International Textbook Company: it was incorporated as a London organisation in 1909. Of the more traditional adult education institutions one, Ruskin College at Oxford, was already planning a correspondence study department in 1899.

Most of the colleges operated from offices in locations which were convenient for postal services, and subsequently for access to a 'pool' of school or college staff. The student clientele wrote from all over the British Isles. From an early date they also enrolled from many parts of the Empire and Commonwealth, South America, independent Asia, and almost any area where education used the medium of English. The statistics of correspondence study in Britain are consequently difficult to disentangle from those relating to the world as a whole. Nearly all the correspondence institutions are commercial concerns with little reason for keeping detailed records except those essential to efficient working or useful for publicity; and a few colleges are understandably reluctant to release information they have assembled which might put them at a disadvantage in competition with their rivals. Accurate statistics are in fact difficult to establish in this sphere, and where they are available they must often be interpreted with care in the absence of generally accepted uniform measures.

Even so, one may deduce the trend from incomplete figures. As an example, by 1900 International Correspondence Schools claimed a total of 184,000 enrolments, and a further half-million over the years from 1905 to 1910 averaging over 100,000 new enrolments a year . This average was exceeded with enrolments of approximately 160,000 in both 1920 and 1925, and approximately 143,000 in 1950. By 1961 the same college was claiming a total of more than seven million enrolments over sixty to seventy years. As these figures do not differentiate between

British and overseas students, it would perhaps be reasonable to assume that about one million of this total were enrolments in Britain, and another million from subsidiary offices in other countries.

As further examples, Metropolitan College claimed a total of 1,000 enrolments by 1915, and yearly averages of 10,000 by 1927 and 25,000 by the 1960's. Foulks Lynch, a smaller but much respected college, advertised a claim for nearly 16,000 professional examination successes in accountancy up to 1939, and for 1,200 passes in the year 1954 alone.

Although statistical evidence of growth in correspondence education is thus limited and unsystematic, convincing reasons for its development are not difficult to find. Despite increased provision after the 1862 grant regulations, the means of education available to adults fell short of the needs of the intelligent artisan and clerical worker seeking help to qualify in the new skills and techniques of an industrial era. Some colleges attempted to organise local branches, with lectures and social events, and in these the meetings took on the shape of a real educational mass movement which preached the gospel of self-help and hard work. The members, as the college magazines bore witness, were the young factory and shop workers, and the junior clerks of the new towns. Private study offered them a remedy: in this situation the correspondence student was normally the working adult.

In the twentieth century, educational and social agencies such as the National Adult School Movement, the trade unions and the College of the Sea have organised correspondence tuition to meet specific needs. Their total provision of subjects has ranged from liberal and social studies to vocational training for local government service; the level of instruction from elementary to university standard: but from the beginning enrolments were limited by the sectional nature of their activity, and fluctuated for sectional reasons. The National Adult School Movement postal courses (from 1917), and the Hillcroft College postal tuition (from 1939), were both originally wartime measures, and both closed for lack of enrolments in the 1950's. Their maximum annual enrolments were only 500 and 1,600 respectively. Most individual trade unions number their students annually in hundreds, and the highest annual figure claimed is generally about 7,000, although the T.U.C. claimed 14,000 enrolments in 1964.

These figures clearly relate to a limited sector of correspondence education, and have little significance in the general aspect. Nevertheless they do suggest that learning by post has long been accepted as a serious study medium by a variety of non-commercial agencies characterized by their awareness of the educational and social aspirations of the working man.

How tuition is organised

In contrast with other forms of adult education, most of which need buildings to house classes, postal study centres around a highly organised office. It also involves the authors of courses, tutorial guidance and correction by letter, and a widely scattered group of students each working in his own place and time.

Those not personally involved in taking or providing tuition by correspondence usually have little conception of the relatively sophisticated methods employed. Each major college has its own method but there are basic similarities between these. The larger the college, (and some cater for as many as 50,000 to 60,000 students), the more complex is the task of preserving links between the educational and the administrative sides of the work, which need to be closely related.

The administrative side takes responsibility for printing or duplicating study material, possibly the supply of text books, the despatch and receipt of material on its way to and from students and the recording of their marks. The supply of lessons, the teaching units of the course, can take three main forms. (1) All the lessons may be sent at once, (economical, but open to criticism on educational grounds); (2) They may be sent at regular intervals, (relatively expensive and demanding on study discipline); (3) Lesson despatch is regulated by student response in returning exercises, (which sets difficult administrative problems but appears to have distinct educational advantages).

Another major variation relates to the treatment of written communication from the student, and to the personal advisory service from the student adviser and the subject tutor. The submission of essays may be through the record office to the tutor, or direct to the tutor for return to the student through the office. Both tutor and student will in this way have their work recorded, and the tutor's work can be checked on behalf of the student. In either case the tutor-student and the student-college relationship will aim to be as intimate and personal as large-scale administration and written style permit. This is intended to strengthen student motivation and to help overcome the isolation of home study.

The educational side of a college is responsible for the writing and editing of courses, their systematic revision and up-dating (a strong feature in a good course), and for the postal tutoring of individual students and marking of their work. The construction of a good course will follow many of the principles of good face-to-face teaching. It may include the encouragement of learner activity through self-check exercises and interim revision tests, written assignments for correction and comment; detailed advice on specific and general background reading, on note-taking and study habits; and attractive visual or even oral material. Particular attention will be given to clarity of expression in the teaching, to special explanation of difficult concepts, to identification of subject fundamentals, and to logical programming of the learning sequences. These are all especially desirable in a method relying primarily on communication by the written word. Student response is much delayed by postal time and interruptions due to individual pre-occupations: it is therefore essential to anticipate students' problems as far as possible, in order to reduce the volume of personal correspondence.

Each unit of instruction, the 'lesson', normally requires study over a week or a fortnight and covers one topic or section of information. The lesson may be bound, or supplied ready to be filed in a loose-leaf folder. In most cases it includes required reading, elucidation and comments, additional information, pictures, exercises, assignments and tests. The style of presentation seeks to stimulate study and preserve interest. Where it is possible to introduce other techniques, such as meetings with tutors, laboratory work or broadcast material to minimise the disadvantages of isolated home study, they are often optional and distinct from the lesson. This combination of correspondence with other techniques normally presents serious problems of timing and organisation. On the other hand the advantages of correspondence study include work at the learner's own choice of place, time and pace, with an important element of personal attention and tuition.

The cost of correspondence education

Commercial provision of correspondence education highlights the cost of educational administration. The heavy cost of public provision is often largely hidden by the effect of subsidies on the level of fees in maintained institutions: the cost of correspondence education has to be met by the student fees. Although the level of fees is severely restricted, both by competition between the colleges and by their estimates of the value of their courses to students, the students pay for any given examination postal course fees which may be as much as six or seven times as high as those for equivalent courses in technical colleges. It is therefore the more remarkable that so many choose correspondence tuition. Even this level can be maintained only on account of the high percentage of students who fail to complete courses. Different colleges have different attitudes to such matters as the refund of fees if courses are discontinued. (See Chapter Five). Many colleges even 'guarantee' examination success (if the course is fully completed), by offering free tuition until failure is redeemed.

The range of subjects taught by correspondence

Courses taken by correspondence students may be grouped under five headings:

commercial/business, (i.e. accountancy, banking, insurance etc.)
university and school subjects, (e.g. English literature French, Physics, Mathematics)
technical
civil service/local government
general/recreational.

About a quarter to one-third of all enrolments are in the business/commercial group. This provides one clue to the expansion of correspondence tuition. Millerson (1964, p.134) links the spread of correspondence education closely to the rise of the professional associations in the late nineteenth century, in commerce, administration and private practice, and to their adoption of qualifying examinations. The growth in the number of professional bodies has continued, and has provided further encouragement to home study. Some associations even set up their own correspondence courses, since postal tuition is a logical supplement to training techniques such as apprenticeship and pupilage.

Most larger correspondence colleges specialise in one field, while usually offering many other courses. Metropolitan College, Rapid Results and Foulks Lynch provide courses leading to professional qualifications in commerce; for the industrial and engineering subjects the British Institute of Engineering Technology and International Correspondence Schools are the specialists. About a quarter of the total provision is in courses for degrees and other academic qualifications, and here the specialists include National Extension College and Wolsey Hall. The Civil Service Correspondence School provide civil service training; the National and Local Government Officers' Association concentrate on local government service. The School of Careers is largely concerned with examination work for the Police. The institution of external degrees in the late nineteenth century and of the General Certificate of Education after the second world war have contributed to the increase in such courses. The remainder, about a fifth, covers a wide variety of training and recreational courses, ranging from rapid reading to flower arrangement, and from memory training to writing for television. But the vocational and academic subjects directed towards recognised examinations have always provided the core of provision in postal study, if only because of the need for the courses to finance themselves without external aid. The vocational motive provides the strongest incentive for individuals to undertake all the expense and effort of self-education and home study.

Conclusion

What emerges from any study of correspondence tuition is the vigour of this branch of adult education in spite of official neglect and scholarly disapproval. Here, as in other countries, the demand for correspondence tuition increases continually in spite of the growth of other educational provision. This is more important than the record of the formal landmarks - the 1949 Carr-Saunders Committee (on education for commerce) and its disapproval of postal tuition; the 1955 establishment of an Association of British Correspondence Colleges; the 1962 defeat in Parliament of the Correspondence Courses (Registration Bill); the Correspondence College Standards Association of 1963; and the 1966 report of the Gurr Committee (on accreditation of correspondence colleges). Even the 1966 White Paper, 'A University of the Air', with its apparent emphasis on broadcast courses, could not conceal the essential reliance of any such new institution on learning and tuition by correspondence.

From this brief survey of the development and methods of British correspondence education generally, we have to consider its role in the specific area of our research, namely study in preparation for advanced qualifications.

Chapter Two

DEFINITIONS AND SCOPE

Chapter Two

DEFINITIONS AND SCOPE

The terms of reference for the enquiry raised two problems of definition. What are 'home study courses', and what qualifications are 'comparable' with degrees? It is convenient to take the second question first.

'Comparable qualifications'.

A strict official definition of 'comparability' would comprise those qualifications which are recognised by the Secretary of State as of graduate status for the purpose of determining a teacher's salary scales.* A broader definition would also include courses classified by the Department of Education and Science as 'advanced', i.e., of the level of higher education. These two categories were used by the Robbins Committee in designing its survey of professional education (Higher Education Report, Appendix Two (B), Part V).

In consultation with the Department of Education and Science we decided to use a broader but more selective approach. We sought out areas of advanced education in which substantial numbers of people were studying by means of home study courses, and concentrated on these in our enquiry. As is explained later in Chapter Four, these included not only courses falling within the Department of Education and Science's classification of 'advanced', but also the Advanced level of the General Certificate of Education, which is outside it.

'Home study courses'.

Having defined the field to be covered in terms of qualifications, the definition of 'home study courses' was relatively simple. In the United States of America, the term 'home study' is often used interchangeably with 'correspondence study', as in 'The Home Study Review: a quarterly dedicated to correspondence education'. It seems to us however, that 'home study' ought to refer to any study, even completely unaided, which is undertaken at home, or at least away from the setting of a teaching institution. The use of the phrase 'home study courses' in our terms of reference suggested that the project should be concerned primarily with systematic courses of instruction designed to be followed in the student's own home. An examination of the provision of study courses for the qualifications we decided to cover showed that it consisted entirely of correspondence courses, although one course, run by the National Extension College, Cambridge, and described in Chapter Three, involves a somewhat unorthodox use of the method.

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* See: Department of Education and Science, Scales of Salaries for Teachers in Primary and Secondary Schools: England and Wales, 1967, Appendix V, Part B.

On the face of it this would seem to exclude:

(a) students studying completely unaided, since they are not following systematic courses of instruction, and

(b) students studying partly by correspondence and partly by oral instruction at a teaching institution.

Both these important groups of students have, however, been included wherever possible in our investigations to provide comparison with students following pure 'home study courses' as defined above. So also have students following part-time courses only, e.g., at evening classes.

Nevertheless our primary focus has inevitably been on correspondence courses. For our purposes correspondence education can be defined as organised provision for instruction and education through the post, although postal tuition can be supplemented by many other distance media, as well as by face-to-face teaching. Other terms and expressions used in this report* may be defined as follows:

Self-tuition correspondence course - a course in which no assignments are submitted by the student for correction by a tutor.

Exercises (or self-check exercises) - a set of questions included in a correspondence lesson to help the student check for himself his understanding of the material. These are not submitted for correction and comment.

Assignment - a set of questions or essay topics included in a correspondence lesson, the written answers to which are to be submitted to the college or tutor for correction, comment and assessment.

Completion rate - the proportion of total students being surveyed who do all the written work set in a course.

Dropout - the proportion of students who enrol for the course but withdraw before the examination or test.

Wastage rate - the proportion of students who enrol for the course but who do not complete it successfully, either through withdrawing before taking the examination or by failing the examination.

In the next two chapters we consider the areas of advanced education in which substantial numbers of students are taught by correspondence.

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* The definitions offered here relate only to the present text. Selected terms arising in correspondence study have been defined for international use by the European Council for Education by Correspondence.

Chapter Three

CORRESPONDENCE STUDY FOR EXTERNAL DEGREES

Chapter Three

CORRESPONDENCE STUDY FOR EXTERNAL DEGREES

Introduction

In this country, a university degree can be obtained through correspondence study at present only by sitting a degree examination of the University of London as an external student, though at least one other route will soon be opened up. The London external degree system is exceptional also in that it enables students to obtain a degree solely through correspondence study (or indeed without taking any course of formal instruction at all). In almost all other systems where degrees can be taken by correspondence, a compulsory oral element is included.*

A further peculiar characteristic is that the University acts simply as an examining body towards correspondence students. Students register with the University and have their candidature approved (in general, a minimum of five years before they intend to take their degree), but must seek their tuition elsewhere. Only in one instance does the University provide correspondence tuition directly: students who intend to study for the external B.Sc. (Economics) degree can take the correspondence course provided by the University's Commerce Degree Bureau, which was originally set up by a Deed of Trust in 1920 when the B.Com. was introduced. Since then, the B.Com. has been merged into the B.Sc.(Econ.), and the Bureau's functions in the provision of correspondence courses have been transferred to the B.Sc.(Econ.). The significance of this exception should not be exaggerated: the Bureau services a relatively small proportion of correspondence students perparing for external degrees: about one in every six in 1967/8.

The University has made one other provision to give tutorial assistance to undergraduates preparing for external degrees by correspondence or privately, namely the External Advisory Service, which will be discussed later in the chapter. Basically, however, the function of the University towards these students is to hold examinations and not to give tuition. A short digression into the past will help to explain the reasons for this.

Development of External Degrees

The University was established in 1836 simply to hold examinations and confer degrees. The teaching was done by University and King's Colleges, which had both been set up within the previous eight years. University College had been created as a secular institution to counter the religious (and social) exclusiveness of Oxford and Cambridge. King's, however, was set up as an answer to the 'godlessness' of University College, and in essence the University of London was born of a compromise, to examine and confer degrees on candidates from the two rival institutions.

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* But note the exception of South Africa, where, however, oral vacation schools lasting two or three weeks a year are said to be increasingly important: Radel, F.E., Correspondence Education in South Africa, in The Home Study Review, Fall, 1962, p.15.

In fact under its original charter the University was empowered to affiliate other colleges, and in 1850 a large number of institutions throughout the country, predominantly medical colleges, were affiliated. Eight years later, the requirement that a candidate had to have attended an affiliated institution was dropped, and degrees in all disciplines other than medicine could be conferred on successful students irrespective of their place, and even their mode, of tuition. Thus London became effectively an external University, a 'great examination machine', as Armytage has called it,* without any teaching responsibility.

Eventually, in 1898, following much criticism of the unsatisfactory character of the University's role and two royal commissions, the University was reconstituted a teaching University, having its constituent colleges within the County of London but retaining the external examining system. Thus the distinction between internal students and external students was born. This distinction was originally intended to be primarily for administrative and not academic purposes; that is, both internal and external students would in general be equally eligible as candidates for any of the University's degrees.

In fact several degree examinations and special options established for internal students have not been extended to external students, and the number of such cases has been increasing. Recent examples are degrees in Architecture, Anthropology and Biochemistry, and the Special Subject in Computing in the B.Sc. (Economics) degree. Syllabuses also vary as between internal and external students in the Faculties of Engineering, Science, Medicine and Laws.

Regulations regarding university entrance requirements have traditionally been uniform for the two groups, although in practice it has been much easier to become a London external student than an internal student at London or any other university. An external student is normally registered provided he satisfies the minimum general and course requirements, unlike the candidate for admission to a university as a full or part-time student who must also compete for a limited number of places. Believing that this fact was related to high failure rates among external students in the

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* Armytage, W.H.G., Civic Universities. London, 1955, p. 236.

Faculty of Economics, more stringent requirements were imposed in 1962 for registration as an external student for the B.Sc.(Economics) degree. For example, applicants with as few as two G.C.E. Advanced level passes can be registered only if they were obtained on the same occasion, and with an average grade of B.*

Confronted by such variations in entry standards and examination provision between the internal and external systems, the University of London's Robbins Report Steering Committee concluded: 'The important point is that the standard of achievement on the basis of which a degree is awarded must be the same for all students, whether internal or external.'** This statement reflects a growing awareness that the functions of the internal and external degree systems are so different that, apart from maintaining parity of degree standards, differing academic as well as administrative provisions need to be made for each.

Moreover, the external system itself has fulfilled three quite distinct functions for students resident in the United Kingdom. One of them, as a means whereby new university institutions could enter into a period of tutelage before assuming full autonomy, is now over (Duke, 1967, p.8). The other two are still continuing though their importance is likely to diminish as a result of the appearance of new institutions. The first is the opportunity given to non-university institutions to provide degree courses for full-time and part-time students. The Robbins Committee, recommending the establishment of the Council for National Academic Awards, thought that this function of the London external degree system would continue, particularly in respect of colleges with few degree-level students, or without a nucleus of full-time work at this level (Higher Education Report, para. 434). Courses approved for the degrees of the C.N.A.A. are still tending to be in the fields of science and technology rather than arts and social sciences, and to cater for 'sandwich' rather than part-time students. Of the 56 courses approved by the C.N.A.A. in 1967 - 8, 39 were in science and technology, and only four were part-time. The Council states, however, that it attaches great importance to the development of part-time courses, particularly for mature students, and hopes that it will not be long before more courses of this nature are proposed by colleges.*** There does, however, appear to be a continuing role for London external degrees in this field, at least in the short term.

The other major function of the London external system has been to promote examination facilities for students studying mainly at home, by means of correspondence courses or completely unaided. For these students, there will be an alternative when the Open University offers its first courses in 1971. This will offer courses leading to degrees and other qualifications, by various combinations of correspondence, radio, television, weekend and summer residential courses, listening/viewing centre facilities, and other means. The significance of the Open University for the future of the London external degree system seems to have been greatly increased as a result of an announcement by the Open University Planning Committee in 1968. The Committee stated that the availability of broadcast transmission time would not be regarded as a limiting factor in the development of courses.* This will make the University capable of offering a much wider range of courses than was initially thought practicable. On the other hand we should note the statement in the recently published report of the Committee that students will not be permitted to start their studies at any time of the year, as they can under the London system, but will only be able to begin in January.** London's precise role in catering for home students beyond 1970 will clearly be affected by such considerations, as well as by the speed and extent of public acceptance of Open University degrees as comparable with those of London.

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* See: University of London, Regulations Relating to University Entrance Requirements, July, 1967, pp. 16-17.

** University of London Reorganisation, 1964-66, September, 1966, p.49.

*** Council for National Academic Awards, 1967-8 Report.

Just as some degrees and options open to internal students are not available to external students, so correspondence and private external students have a restricted choice compared with other external students. The B.Sc. (Engineering) degree can only be taken by a student who has attended an approved teaching institution, unless he is already a qualified engineer, and somewhat more surprisingly, degrees in sociology cannot normally be taken by correspondence or private students.

Student Numbers

The policy of London University regarding the external system was clearly stated in its memorandum of evidence to the Robbins Committee:

> 'The capacity of the University to deal adequately with increases in the number of external students cannot be indefinitely enlarged and the University therefore is not seeking to expand its activities on the external side'.***

It nevertheless foresaw, in 1966, an increase of pressure on the external system in the short term, up to about 1969, while the C.N.A.A. was beginning its operations.**** Table 1 shows that over the last ten

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* Press release by the Open University Planning Committee, 38, Belgrave Square, London W.C.1., 7th March, 1968, pp. 3 and 4.

** The Open University, Report of the Planning Committee to the Secretary of State for Education and Science, London, H.M.S.O., 1969, p.18.

*** Quoted in: University of London Reorganisation 1964 - 66, op. cit., p. 47.

**** Ibid., p. 48.

TABLE 1

U.K. - RESIDENT STUDENTS APPROVED AS CANDIDATES FOR LONDON UNIVERSITY EXTERNAL FIRST DEGREES, 1958/9 - 1967/8.

Numbers

Years	(i) Correspondence Colleges	(ii) Private Study	(iii) Total correspondence + private	(iv) Total External Degrees	(iii) as % of (iv)
1958-59	2,885	1,277	4,162	9,661	43.08
1959-60	3,132	1,535	4,667	10,267	45.46
1960-61	3,156	1,351	4,507	10,544	42.74
1961-62	3,337	1,340	4,677	11,355	41.19
1962-63	3,589	1,522	5,111	12,639	40.44
1963-64	3,761	1,695	5,456	14,679	37.17
1964-65	3,576	1,662	5,238	15,827	33.10
1965-66	3,649	1,811	5,460	16,693	32.71
1966-67	3,910	1,931	5,841	18,166	32.15
1967-68	4,222	2,008	6,230	18,813	33.12
% increase 1958/9 - 1967/8	46.34	57.24	49.69	94.73	-

Source: Adapted from University of London, Statistics of Registered External Students, 1958/9, 1959/60.. ....1967/8, Table III.

years, the numbers of U.K. - resident external students approved as candidates for first degrees have been continually increasing. Over the period as a whole, they have almost doubled, although correspondence and private students have increased by only 50 per cent. In 1958-59, correspondence and private students formed 43 per cent of the total; over the past four years they have formed about one third.

Comparisons between the increase in numbers of correspondence and private students on the one hand, and that of all external degree students on the other, are not in fact very significant because of the quite different functions fulfilled by the external degree system in respect of home and college students mentioned earlier. Of greater importance are the proportions of private, correspondence, part-time and full-time students students preparing for first degrees throughout the United Kingdom. These proportions have been calculated for 1966-67 in Table 2. The figures for private and correspondence students in this Table are higher than in Table 1, because they include students taking intermediate, preliminary and first year examinations, some of which are not shown in the University's annual statistics of external students. The Table reflects the striking predominance of the full-time course as a method of preparation for first degrees in the United Kingdom. Even sandwich course students, who have had to be included in the figures for full-time courses, account for a maximum of 17,030 or 9.16 per cent of the total,* although this figure will increase markedly as C.N.A.A. courses develop. Part-time, including home study, accounts for only just over seven per cent of the total.

It should be noted that the figure of 4.30 per cent for home students is a maximum. The relevant statistics are based on students whose candidature for a University examination in a given year has been approved. If the candidate does not sit the examination, or sits but fails it, he may re-apply to have his candidature approved for a later year. If he gives up his studies, he still remains in the statistics until the year for which his candidature was approved. The figures in Table 2 are therefore an exaggeration so far as active home study is concerned.

An important measure is the number of first degrees awarded to home students, compared with the number awarded to students at oral teaching institutions. This is shown for 1966 in Table 3. Fractionally over one per cent of first degrees awarded in the United Kingdom in that year went to correspondence and private students.

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* Department of Education and Science, Statistics of Education, 1966, Vol.3, Tables 10(i) and (ii), and information supplied by the University Grants Committee. The U.G.C. figures on sandwich courses, however, relate to all undergraduates, not just those on first degree courses, so the figures given in the text can only be taken as maxima for sandwich course students.

TABLE 2

U.K. - RESIDENT STUDENTS TAKING FIRST DEGREE COURSES BY METHOD OF STUDY AND TYPE OF INSTITUTION, 1966-67*

Numbers

Methods of study	(i) Universities and University Colleges	(ii) Non-university institutions	(iii) Home Study	Total	Per Cent.
Full-time (including sandwich)	153,354	19,424	-	172,778	92.89
Part-time	2,362	2,862	-	5,224	2.81
Correspondence	-	-	5,428	5,428	2.92
Private	-	-	2,574	2,574	1.38
Total	155,716	22,286	8,002	186,004	100.00
Per Cent.	83.72	11.98	4.30	100.00	-

* Excludes independent further education establishments recognised as efficient, in respect of which separate figures relating to first degrees are not available.

Source: Col.(i) Information supplied by University Grants Committee prior to publication of returns for 1966-67.

Col.(ii) Department of Education and Science, Statistics of Education, 1966, Volume 3, Tables 10 (i) and (ii), Volume 4, Table 2. and additional information supplied by the Department to cover intermediate degree courses not shown separately in the Tables; Scottish Education Department, Statistics of Students in Vocational Courses of Further Education in Scotland, October 1966, Table 3; Northern Ireland Ministry of Education, Statistics No. 4, September 1967, Table 6.

Col.(iii) University of London, Statistics of Registered External Students, 1966-67, Table III, and additional information supplied by the University to cover certain intermediate degree courses not shown in the Statistics.

TABLE 3

FIRST DEGREES AWARDED TO U.K. - RESIDENT STUDENTS, 1966.

	Numbers	Per cent.
(a) Universities and University Colleges	32,872	90.94
(b) Non-university institutions	2,892	8.00
(c) Correspondence and private study	382	1.06
Total	36,146	100.00

Source: (a) University Grants Committee, Returns from Universities and University Colleges, Academic Year 1965-66, Table 15.

(b) and (c) Department of Education and Science, Statistics of Education, 1966, Volume 3, Tables 17 (i) and 18.

TABLE 4.

U.K. - RESIDENT CORRESPONDENCE STUDENTS APPROVED AS CANDIDATES FOR CERTAIN LONDON UNIVERSITY EXTERNAL FIRST DEGREES, 1958/9, 1961/2, 1964/5 AND 1967/8.

	1958/9		1961/2		1964/5		1967/8	
Degrees	Nos.	%	Nos.	%	Nos.	%	Nos.	%
B.D. (Pass & Hons.)	152	5.27	198	5.93	397	11.10	273	6.47
B.A. General	343	11.89	331	9.92	376	10.51	516	12.22
B.A. Honours	504	17.47	638	19.12	878	24.56	1,195	28.30
English	165	5.72	235	7.04	346	9.68	488	11.59
French	85	2.95	91	2.73	151	4.22	193	4.75
History	103	3.57	135	4.04	166	4.64	209	4.95
Ll.B.	310	10.75	361	10.82	313	8.75	378	8.95
B.Sc. Special Maths.	185	6.41	215	6.44	226	6.32	231	5.47
B.Sc. (Econ.)	1,060	36.74	1,305	39.11	1,089	30.45	1,281	30.34
Total for above degrees	2,554	88.53	3,048	91.34	3,279	91.69	3,874	91.76
Total for all degrees	2,885	100.00	3,337	100.00	3,576	100.00	4,222	100.00

Source: Adapted from University of London, _Statistics of Registered External Students_, 1958/9, 1961/2, 1964/5, and 1967/8, Table III.

Note. The Table understates the importance of the Ll.B. degree, because the London University statistics relating to the total numbers of correspondence students do not include those approved as candidates for intermediate degrees. The numbers of approved candidates (U.K.) for the Intermediate Examination in Laws in the years selected who were studying by correspondence are: 1958/9: (not available); 1961/2: 389; 1964/5: 736; 1967/8: 1,000.

Table 4 shows the distribution of correspondence students according to the degree for which they were approved as candidates, at three-year intervals over the past ten years. The most popular degree for the correspondence student is still the B.Sc.(Economics), although the upward trend in registrations for this degree was temporarily reversed by the introduction of the stiffer entry requirements mentioned earlier. Despite this, in the past two years it has begun what looks like a slow recovery.

If, however, we add candidates approved for the Intermediate Examination in Laws (see the Note to the Table), then the Ll.B. degree has been slightly more popular since the entry requirements for the B.Sc. (Econ.) were raised, though this does not, of course, reflect demand accurately because minimum entry requirements still apply to the Ll.B. Arts degrees as a group (B.A. General and B.A. Honours in various subjects) have shown a remarkable rise over the past ten years, although the numbers relative to the other degrees are probably misleadingly high. Since there is no intermediate or Part I examination, Arts degree students have to obtain approval of candidature only once, immediately following registration, and it is therefore likely that many more lapsed or inactive students are included in the figures for Arts degrees (and in those for B.Sc. Special Maths.) than for the others.

Advice and tuition for correspondence students

Where can students wishing to study for an external degree by correspondence obtain advice and tuition? First, they can make use of the External Advisory Service of the University of London, which 'has been established for the benefit of the private student, including the student studying by means of a correspondence course, who may have no access to tutorial advice and assistance in his studies'.* Three Advisory Assistants are available, in Arts, Theology and Music; in Laws and Economics; and in Science and Engineering. The service will, if requested, give advice to a student on such matters as the most appropriate qualification to work for, syllabus requirements, study facilities and the reasons for unsuccessful examination results. It also provides, free of charge, copies of brief study notes for most of the examinations open to external students studying privately or by correspondence. The relevant study notes are sent to a registered student studying by one of these methods as soon as his candidature for a particular examination has been approved. The notes consist mainly of reading lists, and some general guidance on how to approach the syllabus. They can in no sense be regarded as a substitute for a course of tuition, either orally or by correspondence.

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* University of London, General Information for External Students, July, 1967, P. 14.

The service also arranges vacation courses: there were nine in 1967-8, two in French language and literature, four Geography courses (three field courses and one surveying course), and three courses in Psychology. The French and Geography courses last one week and the Psychology courses a fortnight. About 400 students attended these courses during 1967-68, the French courses being the most popular. These had about 200 students on the two courses, and a further 100 had to be refused admission through lack of accommodation. The pressure is almost as great on the Psychology courses. Where such a situation arises, first priority is given to external students studying privately or by correspondence. The popularity of the Geography courses is declining, and they may have to be reduced in number.

For the Geography courses, which are residential, the student pays between £15 and £17 to cover board, lodging and tuition through the week. The Psychology courses are non-residential and cost £7 for two weeks' tuition. The French courses, also non-residential, cost from £8 to £10 for one week's tuition. The courses are run on a self-funding basis, except that the University bears the administrative costs of arranging them and organising recruitment. A factor inhibiting expansion in the number and range of courses is said to be the paucity of senior academic staff willing to run them, although the University policy of not expanding external activities makes any significant increase in vacation courses organised by the University unlikely.

The selection of subjects for vacation courses, as a comparison of them with the data in Table 4 shows, is not based on their popularity with correspondence (or private) students, but on the degree to which an element of oral tuition is judged to be desirable. Thus the subjects are selected so that French students can have oral language practice, Geography students can undertake field studies, and Psychology students can take part in laboratory work.

This policy has meant that no oral tuition for the more popular subjects would be available if certain departments of other universities, mainly extra-mural departments, had not established courses in them. There are one-week courses for B.Sc.(Econ.) at Cambridge (Easter) and Leeds and Sheffield (summer); for Part I Ll.B at Leeds (Easter); in Maths. at Bristol (summer) and a two-week Summer School in English at Keele. These courses normally attract between thirty and forty students each, though the Keele Summer School has eighty to ninety. At all events, only a small proportion of correspondence and private external degree students are able to take advantage of vacation courses. As one senior London University official succinctly put it: "It is absurd that a man from Cornwall does a London degree and the only oral tuition he can get is at Leeds."

There are more than sixty correspondence colleges in the United Kingdom,* only a small proportion of which offer courses for London external degrees. This is not perhaps surprising, since the Carr Committee concluded that less than two per cent of enrolments received annually by U.K. correspondence colleges from home and overseas students were for external degree courses.** Only one college, Wolsey Hall, Oxford, provides courses for all the six degrees shown in Table 4. In addition, Metropolitan College, St. Albans, provides courses for the B.A. General, Ll.B. and B.Sc.(Econ.); the College of Law, Guildford, and the Rapid Results College, London, provide courses for the Ll.B., London University's Commerce Degree Bureau provides courses for the B.Sc.(Econ), and the London Bible College for the B.D. (General).

These are conventional correspondence courses, using the methods outlined in Chapter One. No provision is made for the inclusion of elements of oral tuition. The National Extension College, Cambridge, has introduced a different type of scheme, known as The Open University, in which there are no written lesson notes or pre-set exercises. The College appoints tutors to guide students' study by setting and marking assignments and giving general advice on progress. Tutors are available for all the degrees shown in Table 4, but applicants for B.Sc.(Econ.) are referred to the Commerce Degree Bureau, while being offered National Extension College tuition in those special subjects of Part II for which the Bureau does not provide tuition. There have been a few weekend residential courses in History, English and Economics. The College estimates that a student completing his course at the normal rate would find the total cost to be just over £100. The cost of conventional correspondence courses for external degrees ranges from about £25 to £60, although the Commerce Degree Bureau course for the B.Sc.(Econ.) costs £100.

In addition, students have to pay a £10 registration fee to the University of London and from £16 to £22 examination entry fees while preparing for a first degree. There may also be an additional fee for taking an examination at a provincial examination centre, and, of course, the cost of books and stationery has to be met.

Enquiries

Very little has been done to discover the characteristics of part-time students who register for external degrees, the objectives they seek and their performance. Duke (1967, pp. 14 - 16) analysed the age, sex

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* This was the figure stated in the report of the Committee on Accreditation of Correspondence Colleges, 1966, p.4, but more recent information indicates that there are at least one hundred colleges.

** Ibid., pp. 4 - 5.

The net total of 1,000 such students entered for examination in Arts, Economics and Laws in 1966. The main finding was that half the total were in Economics. The composition was well represented in Economics (5[illegible] per cent), B.A. General (5[illegible] per cent); and B.A. Honours (6[illegible] per cent). An analysis made by the External Registrar for the Robbins Committee of all U.K. - resident external students who registered in 195[illegible]/5 [illegible] shows that only 21 per cent of the part-time students had graduated by 1962 (see Table 5). As many as 42 per cent of the part-time students had not taken an examination at all, compared with none of the full-time students. These figures indicate the plight of the part-time student; indeed it may be considered remarkable that, in view of the difficulties of part-time study over such a long period, as many as one student in five managed to obtain his degree, and nearly sixty per cent rose to the stage of sitting at least one University examination.

The limited usefulness of these two analyses for our present purpose arises from the fact that in both, 'part-time students' includes those attending institutions part-time, those taking correspondence courses and those studying completely unaided. We need to differentiate between these groups; we need to know what prompts those with limited time at their disposal for study to opt for a correspondence course in preference to private study or attendance at an institution, and how the performance of part-time students studying by each of the three methods differs. These are among the questions on which we have attempted to throw light in the course of our research.

Conclusion

Even if external correspondence students approved as candidates for non-degree qualifications (Diplomas, Postgraduate Diplomas and the Postgraduate Certificate in Education) are added in - they totalled 567 in 1966/7, bringing the year's total of U.K. - resident external correspondence students approved as candidates for any examination to 5,995* - the number is still small compared with the scale of correspondence study in the other areas of advanced education we shall be considering. However, the uniqueness of the London external degree system, and the prevailing interest in correspondence study for University degrees, convinced us that this area must be included in the research. In any case, degrees are specifically mentioned in our terms of reference.

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* See: University of London, Statistics of Registered External Students, 1966 - 67, Table III, and Table 2 of this Chapter.

TABLE 5

PROGRESS BY 1962 OF U.K. - RESIDENT
STUDENTS REGISTERED DURING 1954-5 FOR
THE [illegible] FIRST DEGREE BY METHOD OF STUDY

	Percentage		
	Method		
	Full-time	Other *	All
Graduated	46	21	31
Did not graduate but sat one or more examinations	54	37	43
Sat no examination	-	42	26
All Students	100	100	100
Numbers (= 100%)	1,878	3,034	4,912

Source: Higher Education Report, Appendix Two (A), Annex O, Table O-2.

* 'Other' students comprise: those attending institutions part-time, those studying by correspondence and those studying privately.

Chapter Four

CORRESPONDENCE STUDY FOR
OTHER ADVANCED QUALIFICATIONS

Chapter Four

CORRESPONDENCE STUDY FOR OTHER ADVANCED QUALIFICATIONS

The Robbins Report drew attention to the role of correspondence study in education and training for professional qualifications in which the final examination is of the level of higher education (Higher Education Report, Appendix Two (A), Part V, and Annexes AA and BB).

The Robbins Findings

The following table, based on a questionnaire sent by the Robbins Committee to 51 professional associations, summarises the situation in 1961/2:

TABLE 6

G.B.-RESIDENT CORRESPONDENCE STUDENTS AND TOTAL STUDENTS STUDYING FOR 51 HIGHER PROFESSIONAL QUALIFICATIONS IN 1961/62

Students (1,000's)	Type of qualification						TOTAL
	Scientific	Technological	Paramedical	Works*	Commercial	Legal	
(a) Total for: preliminary or intermediate	Information not available			11.5	82.0	4.3	-
final				4.7	40.5	3.8	-
Total (a)				16.2	122.5	8.1	-
(b) By correspondence courses only for: preliminary or intermediate	-	-	-	2.0	38.9	1.5	42.4
final	-	0.5	-	1.4	20.0	0.4	22.3
Total (b)	-	0.5	-	3.4	58.9	1.9	64.7
(b) as % of (a)	-	-	-	21	48	23	-

Source: Higher Education Report, Appendix Two (B) Part V, Table 1

* Works group consists of architecture, surveying and building.

Note: The figures are not precise, since many associations had incomplete records and had to make rough estimates, but they are believed to be 'of the right order of magnitude' (Higher Education Report, Appendix Two (B), Part V, Annex AA, para. 3).

Even allowing for the fact that the data the Committee could obtain from this survey were bound to be imprecise and incomplete, because of the varying bases and scope of the records kept by the associations, the contrasts are striking. Of 'correspondence only' students, 91 per cent were studying in the commercial group of qualifications. Taking into account the different sizes of the various groups, the proportion of 'correspondence only' to total students was more than twice as high in the commercial group as in any other*.

The figure of 64,700 'correspondence only' students underestimates the importance of correspondence in professional studies, since many students combine correspondence courses with oral tuition. The limited information which the Committee were able to obtain on this point (Higher Education Report, Appendix Two (B), Part V, Table 16), suggests that the figure should be raised by at least 20 per cent to include all professional students who were making use of correspondence courses. The practice of combining correspondence with other methods has been examined in some detail in our research.

Since the overwhelming majority of 'correspondence only' students for higher professional qualifications was found in the commercial group,** the Robbins data were further analysed to show the fields of study principally concerned (Table 7). The fields are accountancy, banking, company secretaryship and insurance, which between them accounted for 85 per cent of all the students, and 92 per cent of 'correspondence only' students in the commercial group. One in three of the 'correspondence only' students was studying for one of the accountancy qualifications.

The training system

The relationship between the professional associations in this group and students preparing for their qualifications is similar to that between the University of London and its external degree students: they prescribe entry requirements, hold examinations and confer qualifications, but do not provide systematic

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* No information is given in Table 6 about total students in the scientific, technological and para-medical groups, but it is clear from Higher Education Report, Appendix Two (B), Table BB.1, that the above statement holds true for these groups also.

** Because of this, the Steering Committee decided that our enquiries should be conducted in the group of commercial qualifications. Two other groups, the legal profession and the 'land' professions, have a relatively high proportion of correspondence to total students, but the actual numbers are much smaller. Also, wastage seems to be much higher in the commercial group of qualifications than in the legal group (Higher Education Report, Appendix Two, (B), Part V, para. 32).

TABLE 7.

G.B. - RESIDENT CORRESPONDENCE AND TOTAL STUDENTS STUDYING FOR 21 PROFESSIONAL QUALIFICATIONS IN COMMERCE, 1961/2.

Field of qualification.	Total		'Correspondence only'		(iii) as % of (i)
	(i) No.	(ii) %	(iii) No.	(iv) %	
Accountancy	37,188	30	19,356	33	52
Banking	27,607	23	12,658	21	46
Company Secretaryship	19,806	16	8,089	14	41
Insurance	19,557	16	14,100	24	72
Total for above areas.	104,158	85	54,203	92	52
Total for all areas	122,547	100	58,913	100	48

Source: Adapted from Higher Education Report, Appendix Two (B), Part V, Annex Table BB.5.

Note. Institutions comprising 'Accountancy': Institute of Chartered Accountants in England and Wales, Institute of Chartered Accountants in Scotland, Association of Certified and Corporate Accountants and Institute of Cost and Works Accountants. The Institute of Municipal Treasurers and Accountants could not be included because of lack of information on correspondence students.
Institutions comprising 'Banking': Institute of Bankers, Institute of Bankers in Scotland.
Institutions comprising 'Company Secretaryship': Chartered Institute of Secretaries (figures include Northern Ireland and Eire) and Corporation of Secretaries.
Institutions comprising 'Insurance': Chartered Insurance Institute, Faculty of Actuaries, Institute of Actuaries.
10 institutions in other fields.

courses of tuition.* A notable exception is the Chartered Insurance Institute, which has provided correspondence courses directly since 1941, and now serves a large proportion of correspondence students preparing for the Institute's examinations.

The significance of correspondence tuition in professional commercial education has received little attention from official bodies. The Crowther Committee referred briefly to the 'arduous' nature of this method of study, and the lack of opportunity for a free and spontaneous interplay of mind on mind in correspondence tuition (Ministry of Education, 1959a, para. 260). The McMeeking Committee recommended that colleges of commerce should offer intensive courses to correspondence students to help 'offset the obvious disadvantages inherent in isolated study' (Ministry of Education, 1959b, para. 66). The Robbins Committee attacked the tuition for its 'lack of humanistic breadth', and for the 'narrow technicality' it was likely to impart (Higher Education Report, para. 511).

Individual commentators have been more outspoken. Dickerson, assessing training provisions for the examinations of the Institute of Municipal Treasurers and Accountants, concluded (1965, para. 81): 'I am convinced that, however well prepared, correspondence instruction can have only a minor role in an adequate I.M.T.A. training scheme'. Millerson's verdict (1964, p. 142) was that 'reliance of qualifying associations on postal tuition and evening classes has created a second order in higher education'. On the same theme, Lord Bowden laid the responsibility for the major role of correspondence in this area at the door of the universities, for being too little interested in vocational studies (Higher Education for the Professions, 1966, p.151).

The phenomenon owes its origins to the foundation of many professional associations in commerce in the second half of the nineteenth century, when there was a strong movement in favour of recruitment by examination but no adequate outside educational facilities existed. As was pointed out in Chapter One, it was largely owing to the establishment of examinations by the professional bodies that many of the private correspondence colleges grew up in the 1880's and 1890's.

The persistence of the method's importance has been explained by a number of factors: the multiplicity of associations with varying syllabus requirements, hindering the economic provision of oral tuition facilities; the creation of a 'tradition' of correspondence study, handed down from generation to generation; and, connected with the last point, a continuing belief among qualified practitioners in the superior value of 'on-the-job' training over theoretical study.**

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* Though the local student societies of many associations often have an important educational function.

** A brief but illuminating study of forces shaping professional education can be found in Cotgrove, 1958, Chapter 11. See also Millerson, 1964, Chapter 5.

The outstanding statement of the latter view in recent years was made by the Parker Committee on Education and Training for English and Welsh chartered accountants (Institute of Chartered Accountants in England and Wales, 1961, para. 142):

> 'The study for the Institute's examinations is only one of the essential features of the training of the articled clerk, and in our view not even the most important ... we think it essential ... that, if the training for admission to membership is to be completed in five years at the most and often in a shorter time, the examination studies should not cut too deeply into the time available for professional work and should in large measure continue to be concurrent with that work.'

The statement included a spirited defence of correspondence courses, and the educational value of independent effort and of studying under strain: the Committee itself estimated that an average non-graduate student would need to put in more than ten hours' study a week, mostly in the evenings and at weekends, to pass the examinations in five years (para. 137).

The belief in the vital importance of practical training finds expression in the common requirement that, before being admitted to membership of an association, the candidate must not only have passed all the examinations but have undergone a specified period of approved practical experience, usually between three and five years. In the case of the Institute of Chartered Accountants, this period must be spent 'under articles', in service with a member of the Institute practising as a public accountant.

Training consists largely of full-time work during the day followed by correspondence study and/or attendance at further education colleges in the evenings. Of 40,582 students at grant-aided further education establishments taking courses in accountancy, banking and insurance in November 1966, 24,886 (61 per cent) were attending in the evenings only; 12,581 (31 per cent) were taking part-time day courses (one or two days a week, often with periods of evening instruction in addition), and only 3,115 (8 per cent) were taking full-time or sandwich courses.* In addition, there is now quite a wide range of shorter introductory and revision courses at colleges in the further education system.

To gain an impression of the length of time part-time students spend on professional courses in commerce, we asked eleven associations and one examining body to estimate how long, on average, ultimately successful correspondence and evening class students take between starting their studies and passing the final examinations. (See Table 8). This information, which was collected in 1966, refers to students who have been exempted from any preliminary examination (e.g. by possession of five G.C.E. Ordinary level passes). It is important to distinguish between students exempted from the whole of the intermediate or equivalent examination and other students, since such exemption is frequently given for possession of a university degree (with or without restriction of subject), a Higher National Diploma or Certificate in Business Studies (often only on a subject-for-subject basis) or a final professional qualification.

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* Department of Education and Science, Statistics of Education, 1966 Volume 3, Table 12.

Table 8 shows that the average period of study for most of the qualifications was estimated to be between four and six years. As in the case of correspondence study for external degrees, however, it is important to note that students can take very much longer than the average to complete the course: some even give up after many years of studying. We received the following comment from the Institute of Bankers:

> 'I think it is important to remember that there is no time limit for completing our examinations and the average which I have given you takes into account some candidates who may have taken up to fifteen years to complete the examinations.'

Many associations do have time limits, to prevent 'wasted' or unsuccessful students staying on the register indefinitely, though these limits can always be waived in individual cases.

New departures

In recent years, there has been growing uneasiness about the predominance of this type of training, particularly in view of the high wastage rate that was thought to exist. The Robbins Committee estimated that, in the commercial group, only one out of every five students who enrol passes the final examination, compared with one out of every two in the legal group, (Higher Education Report, Appendix Two (B), Part V, para. 32). These were broad estimates only, since the Committee's data did not cover 'cohorts' of students but only entry and output in a particular year, 1961/2. Following this, Telfer (1965) showed that the examination failure rates in 1963 of ten professional associations in commerce were almost all over fifty per cent: in only two out of 33 examinations held by these bodies was the failure rate below this figure. Wastage seemed to vary more widely, a point which is supported by the few analyses of their own wastage figures carried out by individual associations.

The Institute of Chartered Accountants (1961, para. 61) analysed the performance in the Institute's examinations held up to and including May, 1960, of the 1,388 clerks who entered articles during 1952. 206 of these (15 per cent) had cancelled articles, i.e. they had completely given up their training for chartered accountancy. An articled clerk can however complete his period of articles and still not have passed all the examinations: he may eventually give up. 86 (6 per cent) had not cancelled articles, but had not passed any of the examinations. Probably most of them never would. A further 195 (14 per cent) had passed intermediate but not final: we imagine that a fairly high proportion of these would eventually have succeeded. So the wastage rate among the 1952 cohort of new articled clerks was about 25 per cent. 479 (just under 35 per cent) passed each examination at the first attempt. This wastage rate of about 25 per cent is actually remarkably low, when one considers that 14 per cent of the (predominantly full-time) 1958 undergraduate entrants to British universities 'wasted': in further education the wastage rate of first degree students in 1961 was about 62 per cent (Higher Education Report, Appendix Two (A), Part IV, Tables 5 and 38). Tuition for the Institute's examinations is carried out very largely by correspondence: at the time of the survey, it was carried out almost entirely by this method. Special factors may operate, such as the influence of the system of articles, which may make the decision to abandon one's training a more significant step for this than for other professional qualifications in commerce.

A similar analysis was undertaken by the Chartered Insurance Institute of a sample of 300 candidates who qualified to start taking Part I of the Institute's Associateship examination in 1951 (Chartered Insurance Institute, 1960, para. 35). Only 91 (30 per cent) had passed the Associateship examination by 1959, eight years later; (11 of these had also passed the Fellowship examination). 30 (10 per cent) had passed two of the three parts for the Associateship, 47 (16 per cent) had passed Part I only, and 132 (44 per cent) had had no examination success at all. One cannot say with any certainty what proportion of the 70 per cent who had failed to become Associates in eight years had given up their studies completely, but a wastage rate of at least 50 per cent seems a reasonable estimate.

TABLE 8

ESTIMATED AVERAGE DURATION OF STUDY. SUCCESSFUL EVENING AND CORRESPONDENCE STUDENTS, 1966.

Association/Examining body	No. of years.	
	Students exempt from whole Intermediate exam	Other Students
Accountancy.		
Association of Certified and Corporate Accountants.	4	5
Institute of Chartered Accounts. In E. and W.	3½	*
Institute of Cost and Works Accountants	Not applicable	5
Institute of Municipal Treasurers and Accountants	2	5
Banking		
Institute of Bankers	3	7
Company Secretaryship		
Chartered Institute of Secretaries	Not known	5
Corporation of Secretaries	2½	4½
Insurance		
Institute of Actuaries	Not applicable	7½
Chartered Insurance Institute	Numbers too small	5½
Other		
Institute of Hospital Administrators	4	5
Institute of Marketing	2	4
Local Government Examinations Board (Diploma in Municipal Administration)	2	4

Source Professional associations and Local Government Examinations Board.

Note. These estimates refer to students who have been exempted from any Preliminary examination.

* Minimum entry (6 G.C.E. 'O' Levels or equivalent) 6 years; 'A' Level entry: 4½ years; U.K. graduates not exempt from Intermediate: 3½ years. The difference is accounted for by varying periods of service under articles, which affects the duration of study.

Wastage in these qualifications can obviously have many causes. Telfer puts them into three groups: entrance standards that are too low; methods of preparation that are inadequate; and insufficient incentives to persevere.

To take these in the reverse order: insufficient incentives to persevere relates to the whole system of training: the practical experience, the course of study, and the association, if any, between the two. It relates also to work satisfaction, remuneration, work relationships, perception of prospects, and other matters. This area falls outside our terms of reference, but two recent surveys of graduates in chartered accountancy, insurance and actuarial work have shown the inadequacy of on-the-job instruction and supervision of training in these fields (Holloway, Hudson and Scott, 1965, and Holloway and Scott, 1968).

As we have seen, the methods of preparation have been under fire from several quarters. Several new or experimental schemes have been introduced recently by professional bodies or correspondence colleges working in co-operation with further education colleges. A further scheme arranged by the B.B.C. has recently begun. These ventures are generally too new and often involve as yet too few students for it to be possible to evaluate their potential in professional education in these fields. They tend to be of two types: schemes designed to modify the predominantly part-time nature of study for these qualifications, and schemes designed to link correspondence and oral tuition in a systematic manner.

An example of the first type is the nine-month full-time course started in 1966 at four further education colleges in co-operation with the Institute of Chartered Accountants in England and Wales. This is open to students entering articles with at least two G.C.E. Advanced levels. Students take the course at or near the commencement of articles, and satisfactory completion of the course and the college examination at the end secures eligibility for exemption from the Institute's intermediate examination. These courses were available at twelve designated polytechnics in the 1967-68 and 1968-69 sessions. All local authorities are prepared to consider giving grants to students for these courses, (Institute of Chartered Accountants in England & Wales, 1968).

A variation on this pattern is a course being organised in 1968 - 69 at the City of London College for 'uncommitted arts graduates', ** consisting of four months' full-time attendance, followed

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** i.e. Graduates who have not followed a degree course approved by the Joint Standing Committee of the Universities and the Accountancy Profession. See the Institute of Chartered Accountants in England and Wales and the Association of Certified and Corporate Accountants, The Universities and the Accountancy Profession, June, 1967.

[illegible] by a four [illegible], the terminating [illegible] in 1967 - 68, [illegible] in 1967.

A summary of full-time and sandwich courses for six major professional qualifications in commerce offered by English colleges in the further education system in 1967 - 68 is given in Table 9. It shows that 49 of the 116 courses offered were in the Greater London Council area. The sandwich principle has not yet got very far in this field, since only 28 of the courses were sandwich courses. However, the courses of both types, and the new chartered accountancy schemes, represent a partial breach of the principle of concurrent practical and theoretical training long dominant in this field.

For the mass of students undergoing the concurrent form of training, two correspondence colleges, the NALGO Correspondence Institute and Rapid Results College, have devised schemes of integrated oral and correspondence tuition. The correspondence colleges provide students at colleges in the further education system with full correspondence study notes including exercises and tests, and generally take responsibility for the correction of work, although this may be done by the lecturer. The intention is greatly to reduce the amount of oral teaching time spent in the communication of basic factual material, and so enable the lecturer to give guidance on particular points of difficulty and to concentrate on teaching of a more informal type. In the context of severely limited teaching time in part-time day and evening classes the relevance of such schemes is obvious. Both schemes were started about five or six years ago, but there are only about 35 classes in various further education colleges currently involved, and there is a heavy preponderance of local government studies. There ought to be scope for a large expansion in the number of classes making use of such schemes and in the range of professional commercial studies covered.

One local authority, the Inner London Education Authority, has instituted a scheme of 'Directed Private Study Courses' for three accountancy qualifications, those of the Association of Certified and Corporated Accountants, the Institute of Chartered Accountants in England and Wales and the Institute of Cost and Works Accountants. The courses, held at the South West London College, comprise a four-week introductory full-time course, a five-week full-time revision course before the examinations, and correspondence tuition in between conducted entirely by the college.*

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* See: Austin, 1966

TABLE 9.

FULL-TIME AND SANDWICH COURSES OFFERED AT TECHNICAL COLLEGES, ETC. IN ENGLAND FOR SIX PROFESSIONAL QUALIFICATIONS, 1967 - 68.

Qualification	Greater London Council Area									Elsewhere								
	Full-time						Sandwich			Full-time					Sandwich			
	Length (years)						Length (years)			Length (years)					Length (years)			
	1	2	3	4	5	Total	3	4	Total	1	2	3	4	Total	2	3	4	Total
Association of Certified and Corporate Accountants	-	8	-	4	-	12	3	1	4	-	10	-	4	14	1	2	1	4
Chartered Institute of Secretaries.	4	1	5	1	-	11	-	1	1	2	1	5	-	8	1	2	-	3
Corporation of Secretaries	1	-	2	-	-	3	1	-	1	-	11	2	-	13	-	1	-	1
Institute of Bankers	1	-	3	-	-	4	-	-	-	1	-	2	-	3	-	-	-	-
Institute of Cost and Works Accountants	-	3	2	2	2	9	3	1	4	2	7	1	1	11	1	4	1	6
Institute of Municipal Treasurers and Accountants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	3	-	4

Source: Information obtained from A Compendium of Advanced Courses in Technical Colleges, 1967, published on behalf of the Regional Advisory Councils for Further Education by the Regional Advisory Council for Technological Education, London and Home Counties, 1967, pp. 43 - 48.

the principal [illegible] [illegible] [illegible] [illegible] [illegible], apart from its use of oral tuition, is the continuous [illegible] [illegible] between staff and student through the period [illegible] [illegible] correspondence tuition. The correction of written work in the correspondence course [illegible] [illegible] [illegible] the student in the introductory [illegible] course, [illegible] students [illegible] [illegible] the college and see their tutors during the period of correspondence tuition. In this respect, the scheme certainly [illegible] [illegible] [illegible] accountancy studies, and seems capable of development [illegible] [illegible] other colleges. Enrolments, however, have been disappointingly low, [illegible] [illegible] its publicity, and no similar course has yet been started [illegible].

Finally, the recent entry of broadcasting into this field could have profound implications. The B.B.C. arranged a series of twenty half-hour television programmes and twenty linked half-hour radio programmes on introductory law, accountancy and applied economics in the autumn of 1968 and the spring of 1969. The intention was to supplement the correspondence or college courses of students taking professional qualifications in commerce at intermediate level, and also the college courses of business studies students starting to prepare for such qualifications as the H.N.C., the H.N.D., the C.N.A.A. degree and the Diploma in Management Studies. The series provided for supporting publications, and three weekend residential courses - one in each subject of the series - were arranged at Wansfell College, Essex.* Out of this pioneer scheme could well develop a series of integrated courses for part-time students in this field using several different media.

Steps have recently been taken to raise entry standards, and thus deal with Telfer's third postulated cause of wastage. The minimum requirement for registration (or exemption from the preliminary examination, if any) has generally been five G.C.E. 'O' levels, but the Institute of Municipal Treasurers and Accountants raised its requirements to two 'A' levels in 1966. The Institute of Chartered Accountants will raise its minimum requirements from six 'O' levels to two 'A' levels in 1969. If the proposed merger of the four main accountancy bodies goes through, it is likely that entry standards for advanced accountancy education generally will approximate to university entry requirements. This trend will have important implications for examination standards, since the intermediate examination or its equivalent has in this field normally been assumed to be of 'A' level standard, and the final or its equivalent of pass or honours degree standard.

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* At the time of writing, it was expected that agreement would be reached between the B.B.C and the main correspondence colleges offering courses in this field for a means of linking the broadcasts and the courses in a rudimentary fashion by giving one or more test questions at the end of each broadcast for students to answer: these would be corrected without charge by the correspondence college with which they were enrolled, and the B.B.C. offered to arrange, in payment of a fee, for the correction of answers by students not enrolled with any college.

The Future.

Merger proposals, not only in accountancy but also in company secretaryship, are likely to have important repercussions on methods of tuition also, since the diversity of syllabuses will be greatly reduced (particularly at intermediate level) if the proposals are accepted, a standardisation which has already occurred in engineering. Oral tuition will become economical, and this is likely to increase the pressure for full-time courses as a compulsory part of training for a proportion of the examinations. However, the approach in science and engineering, where membership is usually granted by exemption from all the examinations on the basis of satisfactory completion of a full-time course, is unlikely to be adopted, given the continued belief in practical experience as an essential component in qualification for membership, and the need to keep the period within which it is possible to qualify to a reasonable length.

Part-time study will therefore probably remain a significant feature of training for these qualifications, and in some areas of training it may retain its present importance. A proposal to balance the effect of the raising of the entry requirements by creating a junior accountant grade, qualifying by means of a traditional 'consecutive' training scheme (full-time practical experience plus part-time study) may well be incorporated into any final merger arrangements of the accountancy bodies (Dickerson, paras. 101 - 107).* More generally, employers' attitudes, even to day release, do not appear to be changing fast: in 1966 - 67 only 3·1 per cent of employees under 18 in insurance, banking and finance were released to take part-time day courses in grant-aided further education establishments. This was the lowest proportion of any industrial group, having risen slowly from 1·3 per cent in 1957 - 58.**

Finally, students themselves and many employers may increasingly prefer the pattern of beginning with general business studies courses leading to H.N.D. or a C.N.A.A. degree, taken on a full-time or sandwich basis, followed, with intermediate exemption secured, by the more specialised study for a professional qualification undertaken part-time.

It is in this general context that the role of correspondence study and its relation to other methods of study in this field have been investigated in our research. In this section we have attempted, within a short space, to distinguish the main features of a complex field which is beginning to undergo fundamental changes. In doing so, we hope to have provided a comprehensible framework for the relevant part of our findings.

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* Since this text was written proposals for a 'Licentiate' (junior) grade have been outlined in a press summary issued by the professional bodies concerned, 'An Introduction and Background to the Proposals for the Development of the Accountancy Profession in Great Britain and Ireland,' 27th July, 1968.

** Department of Education and Science, Statistics of Education 1966, Volume 3, Table 16, and Ministry of Education, 1959a, Table 55.

CORRESPONDENCE STUDY FOR THE

GENERAL CERTIFICATE OF EDUCATION.

Almost certainly, the [illegible] qualification for which British correspondence students prepare for more than any other is the General Certificate of Education. The most reliable figure seems to be the 7[illegible],000 enrolments or renewals during [illegible] by accredited colleges in the United Kingdom for courses leading to the 'General Certificate of Education and entry to universities, and the preliminary stages of professional examinations.' This represents just under a quarter of the total, but it should be noted that the figures include students resident overseas as well as in the United Kingdom. These form well over 100,000 of the Committee's total of 2[illegible]4,000, and no breakdown of home and overseas students by types of qualification was made.*

During the course of our own research, we found that 11,260 students resident in Great Britain enrolled with correspondence colleges to prepare for one or more Advanced level subjects in 1967.

With the concurrence of the Department of Education and Science, we included the G.C.E. Advanced level in part of our research for three main reasons:

(a) the evident popularity of G.C.E. among correspondence students;

(b) the importance of Advanced level as a qualifying examination for degrees, and increasingly for professional qualifications; and

(c) the opportunity that this would give to compare correspondence study for a general academic qualification with correspondence study for the more specialised and vocational professional qualifications in commerce, whose intermediate stage examinations, as was pointed out above, are still generally regarded as of a standard equivalent to G.C.E. Advanced level.

Student numbers

We have now defined the main areas of correspondence study for advanced qualifications. In the absence of routinely-collected official statistics of correspondence education, it is impossible to arrive at a precise figure of correspondence students in these areas, since the available figures and estimates have been drawn up using different criteria and covering different periods.

We ourselves attempted to collect figures of the numbers of students enrolled by correspondence colleges for various advanced qualifications during the calendar years 1962 and 1965. This proved largely abortive,

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* Committee on Accreditation of Correspondence Colleges, 1966, pp. 4 and 5.

[illegible] at least [illegible] to very [illegible] the different [illegible]. [illegible] needed [illegible]. [illegible] detailed comment [illegible] in Appendix D.

By [illegible], however, [illegible] of correspondence student [illegible] below, drawn from data used earlier in this chapter.

			Numbers to nearest thousand
(a)	U.K. - resident external correspondence students approved as candidates for London University degree and diploma examinations (1966/67: see page 22).		6,000
(b)	G.B. - resident 'correspondence only' students studying for advanced professional qualifications (1961/62: see Table 6)	Commerce 59,000 Others 6,000	65,000
(c)	G.B. - resident students enrolling for correspondence courses leading to G.C.E. Advanced level examinations (1967: see page 37)		11,000

Although we obviously cannot compare (a), (b) and (c) directly, some guarded comments can be made. The figure for (b) does not, as already noted, include students using correspondence courses together with courses of oral tuition, and therefore probably under-represents considerably the true position in 1961/62. Although the figure is six years out of date, there is no evidence that correspondence study for professional qualifications has declined. Our enquiry to correspondence colleges just mentioned showed that enrolments, however defined by each college, for the specified qualifications in commerce increased by 15 per cent between 1962 and 1966.

It seems reasonable to conclude that the three areas account between them for at least 100,000 correspondence students studying for advanced qualifications at the present time, and that the great majority of these are preparing for professional qualifications in commerce. It should be noted however that the G.C.E. figures relate only to Advanced level, and that G.C.E. as a whole is a major area of correspondence study.

Chapter Five

THE SELECTED QUALIFICATIONS

Chapter Five.

THE SELECTED QUALIFICATIONS

Because of the many differences between the various qualifications in examination structure, and the large numbers of students involved, the Steering Committee agreed with a suggestion by the Department of Education and Science that, for the purpose of our enquiries, the project should concentrate on a limited range of degree and professional qualifications in commerce. The Committee selected one degree and three professional qualifications in commerce which were felt to be reasonably representative of the main correspondence study areas. In the case of G.C.E. Advanced level, it was felt that no selection of subjects would be practicable, since correspondence students enrol at any one time for a wide variety of combinations of subjects.

Criteria for selection

The selection of the four qualifications was made on the following criteria:

(a) each one chosen should be a major qualification within its area, and should, on the evidence available, have a substantial proportion of students preparing for it by correspondence;

(b) each should have a clearly-defined intermediate stage, the examinations for which must be successfully completed before a student can proceed further;* and

(c) a reasonable number of correspondence courses should be available from different institutions for each qualification chosen.

In addition, the Department of Education and Science was anxious that the study should be concentrated in fields where most of the correspondence courses were offered by the commercial colleges, since they provide the preponderance of correspondence tuition available. This, together with criterion (b) above, ruled out the Chartered Insurance Institute.

Applying these criteria the Committee selected the London External B.Sc. (Econ.) and the qualifications of the Corporation of Secretaries (A.C.C.S.), the Institute of Bankers (A.I.B.) and the Institute of Cost and Works Accountants (A.C.W.A.), with the G.C.E. Advanced level (G.C.E. 'A'), making up the fifth qualification in the enquiry. Such a selection is bound to leave some loose ends. For example, there was no particular advantage in choosing one rather than the other of the two secretaryship qualifications, but the Robbins Committee had already untertaken a small sample survey of students and recently qualified members of the Chartered Institute (*Higher Education Report*, Appendix Two (B), Part V, pp.377 - 385), so the Corporation was chosen for our enquiry. Also, the regulations for the A.C.W.A. examinations do not completely fulfil criterion (b) above (see p. 41), but do so sufficiently for our purpose. We must now mention briefly the main regulations for all these selected qualifications.

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* This was a necessary criterion for methodological reasons explained in Chapter Seven

Requirements for entry, and practical experience

No entry requirements in terms of previous qualifications are imposed on correspondence student candidates for the G.C.E.

The requirements for external B.Sc.(Econ.) candidates were referred to in Chapter Three. Beyond the 'O' level requirements, applicants with as few as two 'A' level passes have since 1962 been registered only if those passes were obtained on the same occasion, and with an average grade of B. For those with three 'A' levels, various combinations of grades and number of sittings are possible but at least one 'A' level subject must always have been passed at grade B.

For the A.C.C.S. very few students now take the preliminary examination. The minimum entry requirement may thus be regarded as that necessary for securing exemption from the preliminary, i.e. five 'O' levels or their equivalent, the requirement having been raised from four 'O' levels in 1965. The practical experience requirement for admission to membership is three years as a Secretary, Assistant Secretary or in an equivalent capacity.

There is no minimum entry requirement for the A.I.B. The requirement is, in effect, determined by the banks through their recruitment policies for junior assistants. The usual minimum is 3 'O' levels, and the Institute has found that since 1963, about 40 per cent of new student members have had one or more 'A' levels. No practical experience requirement is prescribed. In practice, virtually all students prepare for the examinations while working in a bank.

The minimum G.C.E. entry requirement for the A.C.W.A. is five 'O' levels, and the practical requirement for admission to membership is three years' experience of cost and management accountancy in industry.

Examination structure

It is necessary to refer briefly to the structure of examinations for the selected qualifications other than G.C.E. 'A' level. The B.Sc.(Econ.) has a Part I consisting of five introductory papers, and a Part II of eight papers in one of eleven so-called Special Subjects. Part-time students, including correspondence students, are not normally permitted to sit Part II less than three years after passing Part I, nor less than five years after registering.

The A.C.C.S. has an intermediate examination of four papers and a final of nine, divided into three Parts. Students must pass the intermediate before sitting for the final. The Banking and Trustee Diplomas have a Part I and a Part II, each of five papers.* Students must pass their first two subjects of Part I at one sitting, but can then take the remaining eight subjects one at a time. Part I must be completed, however, before students sit for any Part II subjects.

The A.I.B. Part I and A.C.C.S. intermediate comprise introductory papers in general business subjects - economics, accountancy, law and English, with specialisation and options being introducted at the final or Part II stage. Exemptions from the whole of intermediate and Part I are given for degrees, professional qualifications and H.N.C./D.'s. in Business Studies. They are also given for certain other qualifications on a subject-for-subject basis.

The A.C.W.A. examinations comprise fifteen papers arranged in five Parts. Specialised studies begin sooner, less attention being given to general business subjects in the early stages than in the A.C.C.S. and A.I.B. examinations, and the scope for exemptions is correspondingly less. Exemptions tend to be granted from individual papers scattered throughout the examinations rather than from a complete Part at the beginning. Students must sit for each Part as a whole and in order, but can take two consecutive Parts at a time. If they do this, and pass a later Part but fail the earlier one, they must re-take the earlier one alone until they pass it,

In the last two chapters we examined the main features of tuition in the areas covered. We now need to look at particular aspects of training for the qualifications selected for our enquiries, and consider first statistics of student entry and output for the three professional qualifications.

Entry and output

New student registrations and students completing their finals for the three professional qualifications chosen are shown for the past six years in Table 10. No clear trends in registration are discernible:** the figures are erratic, except for the Corporation of Secretaries, where only four years' figures are available. Here, registration has fallen by 16 per cent since 1964, a trend that can probably be attributed to the increasing number of general qualifications in

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* There are six papers for Part II of the Trustee Diploma

** The great disparity between the figures of output for the I.C.W.A. up to and after 1963 is due to the new examination syllabus which was introduced in 1964.

TABLE 10.

NEW STUDENT REGISTRATIONS AND STUDENTS SUCCESSFULLY COMPLETING FINAL EXAMINATIONS* OF THREE PROFESSIONAL BODIES, 1962 - 67.

	Years					
U.K. - resident	1962	1963	1964	1965	1966	1967
Corporation of Secretaries:						
New registrations	Not available		1,542	1,521	1,475	1,301
Completing finals	420	379	436	471	478	557
Institute of Bankers:						
New registrations	4,700	3,800	4,600	5,200	5,800	4,300
Completing finals	750	1,600	1,500	1,450	1,400	1,650
U.K. - and overseas - resident.						
Institute of Cost and Works Accountants:						
New registrations**	4,697 (3,523)	4,233 (3,175)	4,629 (3,472)	4,881 (3,661)	5,325 (3,994)	5,058 (3,794)
Completing finals	801	1,138	153	326	565	756

Source: Corporation of Secretaries, Institute of Bankers, Institute of Cost and Works Accountants.

* The final or its equivalent, i.e. Part II (Institute of Bankers) and Part V or Parts IV and V (Institute of Cost and Works Accountants after 1963).

** Figures in brackets show estimated annual new student registration from U.K. - resident students, based on the Institute's estimate that 25% of new registrations are from students resident overseas.

business studies and administration. Obviously, the output figures of successful students need to be related to the level of registrations in the years in which the students began their studies before they can be interpreted. The associations' statistics do not enable us to do this, and this in any case leads us to the question of wastage which we examine in our findings. But it is clear that the level of output for all three qualifications is much lower than the level of input.

Study methods

Despite evidence of heavy wastage and examination failure, these associations and other professional bodies in commerce have done very little to discover the methods by which students prepare for the qualifications, and their effectiveness. This is because they have seen their role in education almost entirely as qualifying bodies, and have not been concerned to exercise even a general oversight upon the development of tuition facilities for their student members.* Beyond the data given to the Robbins Committee on the proportion of students resident in Great Britain preparing in 1961/62 for their examinations who were studying by correspondence only, two other enquiries are worth mentioning. The Robbins 'correspondence only' proportions were: A.C.C.S., 41 per cent; A.I.B., 43 per cent; A.C.W.A., 50 per cent (Higher Education Report, Appendix Two (B), Part V, Annex Table BB.5.).

The I.C.W.A. made an analysis for internal purposes of the study methods of candidates who sat for the intermediate and final examinations held in June 1956 and June 1962. The results are shown in Table 11. There was practically no difference between the success rates of students who had prepared through correspondence colleges and those who had prepared by attending technical colleges at either set of examinations. As will be seen in the next chapter, this is in line with other findings regarding the examination performance of correspondence and oral students, but it leaves out of account the question of wastage before reaching the examination. The great increase in the number of candidates who had attended technical colleges in 1962 compared with 1966 reflects the growth of technical college courses over the period: the proportion of correspondence college candidates fell substantially, although the numbers increased, but without the relevant enrolment figures one cannot read much into this. Though limited, this was a useful analysis which

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* An exception is the system of authorising further education colleges to set 'internal' examinations in the subjects of an association's intermediate-level examination; successful students can then apply to the association for exemption. This system is adopted by both the Corporation of Secretaries and Institute of Bankers, and involves the associations in making arrangements for the moderation of the examination papers and marked scripts.

TABLE 11.

STUDY METHODS AND EXAMINATION SUCCESS OF CANDIDATES FOR THE I.C.W.A. INTERMEDIATE AND FINAL EXAMINATIONS IN JUNE, 1956 AND JUNE, 1962.

Study method (type of institution)	Date of examinations							
	June, 1956				June, 1962			
	Total candidates		Passed		Total candidates		Passed	
	Nos.	%	Nos.	%	Nos.	%	Nos.	%
Correspondence College	1,958	55.8	754	59.0	2,607	40.8	953	41.4
Technical College	1,337	38.1	441	34.5	3,005	47.1	1,126	48.9
Other means (private study, nil returns, etc.)	215	6.1	83	6.5	772	12.1	223	9.7
Totals	3,510	100.0	1,278	100.0	6,384	100.0	2,302	100.0

(% of candidates successful overall: June, 1956, 36.4; June, 1962, 36.0)

Source: Institute of Cost and Works Accountants.

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should be performed annually by associations and related to initial registrations. The I.C.W.A. have not so far repeated it.

A different type of enquiry has recently been carried out by the Corporation of Secretaries. A questionnaire was sent in 1967 to all *qualified* members of the Corporation resident in the United Kingdom. 7,889 questionnaires were sent and 3,376 returned, giving a disappointingly low response of 42.8 per cent. One question asked members to give the method(s) of preparation they had used for the examinations. The results showed that almost two-thirds (66.2 per cent) had used a correspondence course: nearly half the qualified members replying (47.7 per cent) had prepared by correspondence course *alone*, the extra 18.5 per cent having combined this method with study at a technical college. A further 11.6 per cent had prepared only by 'private study'. Although the information relates in many cases to study undertaken a long time ago (58.8 per cent of the respondents were aged over 40), it provides a further indication of the major part which correspondence and 'home study' generally have played in this field of education.*

Correspondence course fees

We have examined the fees charged for correspondence courses leading to the five selected qualifications, and these are shown in Table 12.**

The majority of colleges quote course fees exclusive of text-books. Some have lending library schemes, and one college (Rapid Results) claims that its courses are complete in themselves, and require no text-books. We have therefore shown the fees without text-books, except in the case of two institutions, the Cleaver-Hume Group (excluding Metropolitan College) and International Correspondence Schools, whose fees include all text-books, which the institutions supply together with the courses.

The course fees listed all include sets of correspondence lessons and self-check exercises, correction of work assignments, series of model answers (usually) and supplementary literature, for example on study and examination technique. They will also generally include a guarantee to the effect that if the student completes all the written work set in the course but fails the examination or postpones his examination date, he will be given further tuition free of charge until he passes. The Cleaver-Hume Group operate a refund Agreement under which students who have completed the course can claim a refund of fees if dissatisfied with it.

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* *Membership Survey 1967* in *Secretaries Chronicle*, Vol. XLIII, No. 11, December 1967, pp. 438 - 9, and additional information provided by the Corporation of Secretaries.

** A discussion of methods as related to fees is continued in Volume III, Appendix F.

TABLE 12

CASH FEES CHARGED BY THE CORRESPONDENCE INSTITUTIONS FOR COURSES LEADING TO SELECTED QUALIFICATIONS, 1967.

Correspondence Institutions*	Qualifications										
	G.C.E. 'A'			A.C.C.S. (Excl. Preliminary)		A.I.B. (Banking Diploma)		A.C.W.A.		B.Sc. (Econ.)	
	1 sbjct.	2 sbjcts.	3 sbjcts.	Whole course Enrolment	Total of Separate Stages (4)	Whole Course Enrolment	Total of Separate Subjects (10)	Whole Course Enrolment	Total of Separate Stages (5)	Whole Course Enrolment	Total of Separate Stages
C. H.**			21. 0. 0^{b}	59.10.0^{c}	59.10.0^{c}	40. 0. 0	46. 0. 0	79. 0. 0	90. 0. 0	Not offered	
C. D. B.	Not offered			Not offered		Not offered		Not offered		100. 0. 0^{c}	100. 0. 0
I. C. S.**	11. 5. 0	16.12.0	a	57. 0. 0^{c}	57. 0. 0^{c}	Not offered		77.11. 0^{d}	85.19. 0	Not offered	
Hay's	Not offered			Not offered		18.18. 0	26. 7. 6	Not offered		Not offered	
Met.	6.15. 0	11. 5. 0	16.17. 6	49.10. 0	58.17. 6	23. 0. 0	26.17. 6	55. 2. 6	68.12. 6	55. 2. 6	61.17. 6
N. C. I.***	5. 0. 0	9. 0. 0	13. 0. 0^{e}	61. 0. 0^{f}	61. 0. 0	Not offered		Not offered		Not offered	
N. E. C.	14.10. 0	29. 0. 0	43.10. 0	Not offered		Not offered		Not offered		Not offered	
R. R. C.	6.15. 0	12.15. 0	18. 0. 0	49. 0. 0	59.15. 0	26. 5. 0	38.15. 0	57.10. 0	68.10. 0	Not offered	
Sch. Acc.	a	a	12. 0. 0	53. 0. 0	62. 0. 0	Not offered		58. 0. 0	71. 0. 0	Not offered	
Wolsey	6.15. 0	12. 5. 0	17.15. 0	51.10. 0	60.10. 0	26. 0. 0	55. 0. 0	Not offered		53. 0. 0	60. 0. 0

Source: Current fee schedules of the various institutions at September, 1967. FOR NOTES PLEASE SEE OVERLEAF

* C.H.: Cleaver-Hume Group at Aldermaston Court (British Institute of Engineering Technology and the School of Careers); C.D.B.: Commerce Degree Bureau (University of London); I.C.S.: International Correspondence Schools; May's: May's Correspondence College; Met.: Metropolitan College; N.C.I.: N.A.L.G.O. Correspondence Institute; N.E.C.: National Extension College; R.R.C.: Rapid Results College; Sch. Acc.: The School of Accountancy; Wolsey: Wolsey Hall.

** Fees include textbooks.

*** Fees shown are for members of N.A.L.G.O. or other appropriate unions. Others pay an extra 10/- per subject.

a Fees not published: individual quotations given.
b Fee includes one 'O' Level.
c The whole course can only be enrolled for in two stages (A.C.C.S. Intermediate/Final; B.Sc. (Econ.). Part I/Part II).
d The whole course can only be enrolled for in a minimum of three stages Parts I and II/III and IV/V.
e Choice of five subjects only at 'A' Level.
f The whole course can only be enrolled for in four stages.

NOTE. As well as the ten institutions covered, three others offered courses for one of the selected qualifications in 1967. Specialised schemes involving small numbers of students were being run by the College of the Sea (for G.C.E. 'A') and by South West London College (for A.C.W.A.). Chambers College, a member of the Cleaver-Hume Group, was also offering courses for the selected qualifications (except B.Sc. (Econ.)), but the number of U.K. - resident students enrolled was also small. We know of no others which offered courses for one or more of the qualifications.

However, it seems that, for one reason or another, very few students avail themselves of their options under these schemes. To quote from two prospectuses:

> 'Of those who are entitled to claim a refund of fees under the terms of the agreement, substantially less than 1% do so.' ([illegible] Group: British Institute of Engineering Technology).*
>
> 'We are pleased to say, though, that there is no great demand for this, on the one hand, because our average percentage pass is high, and on the other, because most of those students who do fail, fail because they have not got anywhere near to completing their courses.' (N.A.L.G.O. Correspondence Institute.)**

Under this type of scheme, the student who does not complete the course is still bound to pay the full fee. The National Extension College does not operate such a scheme, but undertakes to refund fees in full (less £1) if the student wishes to cancel the course within six weeks of enrolment. It will also refund a proportion of the fee if the student cancels his course within two years (for G.C.E. 'A') of enrolment. But, as Table 12 shows, the College's G.C.E. 'A' courses are much more expensive than those of its competitors. The Commerce Degree Bureau operates neither a 'guarantee' nor a 'refund' type of scheme, and reserves the right to charge an additional fee if a student requires an extension of a course of study beyond the normal period (B.Sc. (Econ.) Part I - 2 years, Part II - 3 years).

All colleges enable students to pay by instalments, for which an extra charge of about ten per cent is made, depending on the number of instalments. Students can also enrol for separate stages of the professional and degree examinations. This is important, because it gives the student the opportunity to shop around among different courses to see which one suits him best before committing himself firmly, though if he does this he has to pay more in total. We have therefore listed the fees charged by colleges for courses leading to these examinations on the basis of (a) a single cash payment for the whole course, and (b) cash payments where enrolment is made for all separate stages of the examinations.*** For G.C.E. 'A', we have shown the cash fees for enrolments for one, two and three subjects at a time, because reductions are often made for enrolments for more than one subject.

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* Engineering Opportunities, the General Prospectus of the British Institute of Engineering Technology, Aldermaston, Berkshire, 1967, p. 123.

** Looking Ahead, N.A.L.G.O. Correspondence Institute Prospectus, London 1968, p. 10.

***In the case of A.I.B., we have taken individual subjects as the basis for (b), as students can sit for one subject at a time, provided that the first two subjects are passed together.

The most striking variation in fees occurs in G.C.E. 'A', where, in 1967, students might have paid anything from £5 to £14/10/- for one subject, and from £12 to £43/10/- for three. Variations were much smaller in the professional courses. A.C.C.A. students would have paid roughly between £50 and £60. The range was slightly greater for A.C.W.A., from £58 to £79, with an extra 15 to 25 per cent if students enrolled for all five stages separately, but the most expensive courses were those which included text-books in the fee. Fees for A.I.B. courses ranged from £19 to £26 for a single enrolment, except for one course of £40 (including text-books). Here there was considerable variation in the addition to the fee if students enrolled for each subject separately - from 15 per cent to over 100 per cent. The Commerce Degree Bureau's course for B.Sc. (Econ.), at £100, was more expensive than those of its two competitors, who charged between £53 and £62.

Conclusion.

In this chapter, we have discussed the five qualifications selected for our investigations as being reasonably representative of the areas of advanced education which have substantial numbers of correspondence students. We have also indicated the cost of correspondence study for them.

In the next chapter we consider previous relevant researches and the approach adopted in the present one. In doing so, we shall shift the focus of our attention from forms of provision and student numbers to the characteristics, goals and achievement of the students themselves.

Chapter Six

OTHER RESEARCH INTO CORRESPONDENCE STUDENTS

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OTHER RESEARCH INTO CORRESPONDENCE STUDENTS

The present study is the first attempt in this country to investigate a major segment of the available correspondence study provision. It seemed plain to us quite early that the most effective way to make this initial exploration would be to enquire, with the assistance of the providers and the examining bodies concerned, into the students themselves: principally their performance; and how this is affected by their personal and social characteristics, their objectives, and their academic and personal experiences during the course. From such an enquiry more specific problems and issues - for example regarding tutorial methods, study conditions and the role of other methods and media in home study courses - should emerge. Moreover, the very limited evidence already available about the areas being covered, which was summarised in the preceding chapters, suggested that student wastage might be a central problem.

As it happens, this has been the general approach used in nearly all the small number of researches and fact-finding investigations into correspondence education so far carried out, and of which reports are available in English. Most of these have been undertaken in the United States of America, but in recent years several careful studies have been made in Australia. Some small-scale enquiries by the National Extension College and others in England have also been helpful. We shall now summarise the main points arising from this work, concentrating particularly on correspondence study at the academic level relevant to our own study.

Evidence on student performance in examinations and tests

The first thing to note is that, perhaps surprisingly to many, students who have taken correspondence courses appear to perform at least as well in tests and examinations as do students who have taken courses of similar content by oral instruction. Some of the American evidence is reviewed by Childs (1966). Individual studies reported include:

(1) A carefully controlled experiment which revealed a significant difference in achievement in favour of a correspondence study group over a classroom group, both of whom were taught identical subject-matter in university-level psychology, on the basis of tests taken immediately after the courses and four months after them.

(Parsons, 1957)

(2) A study of the grades of students completing college-credit correspondence courses provided by Pennsylvania State University in 1962/3, which showed their grades were better than those earned by full-time students at the University in the Spring term of 1963.

(Spencer, 1964)

(3) Two groups studying an introductory psychology course by correspondence and oral instruction respectively at the University of Wisconsin in 1955, under the same instructor and using the same textbook, showed no significant difference in overall performance on an identical test. Nor was there a significant difference between the groups in their performance on individual items in the test. There was no control, however, of personal factors such as age and ability in the composition of the groups.

(Dysinger and Bridgman, 1957)

(4) Two studies were conducted on behalf of the American School* to see how well students who had obtained high school graduation by correspondence performed in their subsequent college careers. On the basis of college registrars' ratings of the academic performance of the former correspondence students, they did better than the average for the U.S.A. college population. A check was made in the second study to verify that this result was not due to former correspondence students going to colleges with lower academic standards.

(Kennelly, 1962 and 1967)

There is also evidence on performance from Australia:

(5) At the University of New England at Armidale, which has been providing courses for correspondence students since 1955, the overall pass rate in examinations between 1955 and 1966 for correspondence students has been exactly the same (77 per cent), as for internal students in those courses in which both are examined. Internal and correspondence (external) students sit for the same examinations, except that the internal students may choose from a wider range of degree and diploma fields. In common courses, external and internal students returned almost identical proportions of merit passes in 1964.

(Sheath, 1967)

It seems therefore that when it comes to taking tests and examinations, students taught by correspondence do as well as, and sometimes better than, those taught orally. They may also perform better in subsequent oral education, if they have been successful in their correspondence studies. We are here, of course, talking about students who have actually got to the stage of sitting the examination or taking the test. Very few of the studies referred to so far even mention dropout, and only one gives the wastage rate from the courses in question.

Evidence on dropout and wastage, and their incidence

The purely quantitative data on wastage in correspondence courses indicate two things: that it is much higher than would be expected in full-time oral courses; and that it is particularly heavy in the early stages of a course. Relevant studies on this aspect reveal:

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* a large correspondence college.

(6) A finding that despite the good examination performance of the New England correspondence students, only 344 (33.9 per cent of the 1955, 1956 and 1957 intakes - total students 1,016), had graduated by 1964, when practically all the students who were expected to graduate from those intakes had already done so.*

(Sheath, 1965)

(7) In Japan, out of over 15,000 entrants to high school level correspondence courses in 1961, 57 per cent had dropped out by the fifth year.

(Schramm, 1967, p.160)

(8) One of the largest West German colleges, Studiengemeinschaft Werner Kamprath, which recently claimed 75,000 students enrolled on a wide range of courses at all levels, reports that only 28 per cent of them complete their courses.

(Peters, 1965, p.393)

Wastage rates and similar measures will of course be higher when taken for lengthy, multiple-stage courses such as those just mentioned in Australia and Japan than when taken for single-subject courses:

(9) A study based on single-subject courses by the National University Extension Association in the U.S.A, of the completion rates on college and high school level courses produced the conclusion that six out of ten of those who enrol complete their courses, and more than seven out of ten of those who submit at least one written assignment go on to complete all the written work set.

(Childs, 1966, p.130)

Wastage is at its greatest early on. A particular problem is the considerable proportion of students who enrol, but never send in any written work at all:

(10) A survey of 55 students who failed to complete correspondence courses provided by the University of Wisconsin found that 'almost a third' of them failed to send in any assignments.

(James and Wedemeyer, 1959)

(11) In the giant correspondence education programme of the United States Armed Forces Institute, more than half of those students who are disenrolled for not having sent in any work over a six-month period have not even submitted their first lesson.

(Bradt, 1956 **)

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* 217 (63.1 per cent) of these graduates took their B.A. degrees (three years full-time) five, six or seven years after enrolling, but 15 (4.4 per cent) only graduated after eight, nine or ten years.

** Bradt's article does not supply the actual numbers involved in compulsory disenrolment, but it seems clear from other data given in his article that they are substantial.

(12) In Britain, 41 per cent of students who had enrolled for a G.C.E. 'O' level physics correspondence course provided by the National Extension College, and who replied to a post-course questionnaire said that they had not used the course at all, even though they had each paid £12.10.0d for it. There was a parallel television series, but this of course was free.

(Wedell and Perraton, 1968.)

All but four of the non-completers in James and Wedemeyer's study (seven per cent) stopped before completing the eighth assignment out of 24 or 32. The authors suggest that a student who clears the first third or quarter of a course will probably complete it. This is supported by:

(13) A study of 175 adult students who enrolled for a National Extension College course in introductory statistics. Information was available on the progress of 134 (77 per cent) of these. While 41 (31 per cent) completed three assignments or less in the twelve-assignment course, 54 of the remaining 93 (40 per cent of the total) completed ten or more assignments.

(Perraton, 1966.)

(14) In another twelve-assignment course, this time in introductory economics, provided by the University of Nottingham Department of Adult Education in conjunction with a television series, 756 out of 1,347 students who enrolled on an individual basis (56 per cent) completed ten or more assignments. However, 228 (17 per cent) sent in none at all.

(Wiltshire and Bayliss, 1965.)

Sheath's invaluable study quoted above demonstrates quite clearly that, in the New England correspondence degree courses, the student withdrawal rate is substantially higher in the first year of study than in later years.

(15) Over the period 1955-64, the average withdrawal rate each year of students in their first year of study was 33.2 per cent, while from 1956 to 1964 the average rate for students in each of the second or later years was only 15.1 per cent. In 1964, for example, with 2,263 students on the register, 28 per cent of those in their first year withdrew, while only 15 per cent of those in their second or later years did so. Some ten per cent of the withdrawals (not of the total of students) are made compulsorily by the student's Faculty, for reasons to be explained later.

(Sheath, 1965, pp. 27-28.)

To sum up, correspondence students who get through their courses seem to do as well as, or better than, their counterparts taught the same subject-matter orally, when they come to take tests or examinations. A large proportion of them however, drop out during their courses, especially in the early stages, and so never take the examinations. On the face of it, this evidence could suggest to someone bent on discrediting the correspondence method that the student who masters the rigours it imposes is anyway of such high quality (and certainly of higher quality than many students taught orally) that he could succeed under any method: that, in fact, he is successful in spite of, rather than because of, the method. But this is not the whole story, for it is not clear yet whether students drop out because of difficulties involved in studying by correspondence, or simply because of difficulties involved in having to study part-time, and having to fit study in with other commitments.

Comparison with part-time study

There is little direct evidence on this point, although some interesting figures have come from the University of Queensland.

(16) In 1963 the University had 4,049 part-time evening students and 2,550 correspondence students. In that year, the withdrawal rate of evening and correspondence students was almost identical at 33 and 34 per cent respectively, while the rate among full-time students was 12 per cent.

(*Wooden*, 1967, p.9.)

Other data given by Wooden indicate that, in Australia, where some 32 per cent of university students are part-time evening students, dropout among these is high, two-thirds of it occurring before the end of the second year, but poor examination performance does not appear to be a major cause. *The pattern there is thus similar to that for correspondence students.*

This is supported by figures from Birkbeck College, London, where most students are part-time:

(17) One in four of the students entering in 1957, 1958 and 1959 did not return for the second year, but of those who did, some two out of three subsequently graduated (Appendix III, Table (vi), and Appendix VIII, Table 5). And:

> 'If one measures wastage by the proportion of students who sit for university examinations and fail to pass them* then the record at Birkbeck is not significantly different from that in other London Colleges; in 1966, for example, of 226 candidates in Birkbeck who sat for final examinations for first degrees, only 34 (15 per cent) failed.' (p. 4).**

(*Academic Advisory Committee on Birkbeck College*, 1966).

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* This of course is not *our* definition of wastage, which includes dropout during the course, (see p.9.)

** The well-known survey of part-time studies in technical courses conducted for the Crowther Committee also found that dropout was highest in the early stages of the course. In Five Stage National Diploma and City and Guilds courses, for example, about a third of the students dropped out without qualifying in Stage One, while about fifteen per cent of the original students withdrew on average in each of the succeeding stages. The overall dropout, of course, was very substantial. (Ministry of Education, 1959a, Volume I, Chapter 31, and Volume II, part three).

This limited evidence suggests that there may be considerable similarity between the overall performance pattern of correspondence students and part-time students receiving oral instruction. We should therefore ask what part of the wastage in correspondence study is due to factors intrinsic to the correspondence method, and what part is due to extrinsic factors such as any part-time student might meet, whatever his method of study. To tackle this question, we need to discuss what has emerged from attempts to uncover the causes of wastage in correspondence courses.

Evidence on the causes of wastage

So far, the most common method of enquiring into the causes of wastage in correspondence courses has been simply, to ask students why they discontinued their studies. The results of such enquiries are, of course, difficult to evaluate because one does not know to what extent the students' answers are truthful, particularly as the question can seem rather too much like the notorious 'When did you stop beating your wife?' It is also not clear how far students who discontinue are themselves aware of the real, or the main reasons. It is evident, however, that when correspondence students who have discontinued give their reasons for doing so, the largest proportion by far will mention lack of time for study, due to occupational or other commitments.

Taking the various studies in ascending order of the number of students questioned:

(18) 55 University of Wisconsin non-completers were approached by means of personal interview, so the investigators were presumably able to probe more deeply than is possible with postal questionnaires. Of 52 reasons given, lack of time was mentioned sixteen times, a major change in job or career plans nine times, and illness, birth or death in the family eight times. As the authors point out, these last two categories comprise reasons completely beyond the control of correspondence teachers and administrators.

(James and Wedemeyer, 1959.)

(19) A postal survey of non-completers in University of Kentucky correspondence courses unfortunately secured only an eighteen per cent response (135 respondents), and there is no indication regarding the representativeness of this small group. Nearly half the 171 reasons given concerned lack of time, this being mentioned in general terms 40 times, and with specific reference to job demands on a further 41 occasions. 'Taking residence (oral) classes at the same time' was mentioned 29 times, implying presumably that the correspondence course was used only as a supplementary aid. Twelve students lost interest in the course, finding the work boring or uninspiring, and nine mentioned illness as a reason. A maximum of eighteen of the remaining 49 reasons might have arisen out of weaknesses in the correspondence method or the course itself.

(Sloan, 1966.)

(20) The New England study gives reasons for the withdrawal of 437 correspondence students who withdrew during 1964, without indicating how these reasons were obtained. Twenty-five per cent of the students withdrew through 'insufficient time for study, because of occupational or other commitments'. Fourteen per cent gave illness, either their own or a relative's, as the reason. Eleven per cent were compulsorily withdrawn (the student's Faculty can do this if the student lags in submitting assignments, fails to attend a summer residential school, or twice fails the examination on any course). Financial and accommodation difficulties were given for eight per cent of the students, no reason was given for ten per cent, and the remaining 32 per cent were classified under 'other reasons'.

(Sheath, 1965).

(21) Reasons were given by 510 correspondence students who cancelled at least one subject in courses provided by the University of Queensland in 1962. Again the method of obtaining the reasons is not mentioned. 669 reasons were given altogether, of which lack of time was again by far the most frequent (34.4 per cent). Next came illness (12.5 per cent) and transfer of place of work (8.6 per cent). 13.4 per cent were categorised under 'others'. Of the remainder, reasons accounting for a maximum of 10.7 per cent of the total might have arisen from weaknesses in the correspondence method or in the actual courses, excluding any such reasons placed under 'others'.

(Meddleton, 1965).

(22) On a much larger scale was the study of a random sample of 5,356 servicemen who had enrolled for correspondence courses provided by the United States Armed Forces Institute, but who had failed to submit work for a defined period prior to the date of the study (August, 1953). These students were sent a postal questionnaire and a commendable response rate of 79 per cent was obtained. Notwithstanding the many differences from the other studies mentioned, not least in respondent's study conditions, a similar result appeared. Lack of time, particularly in relation to one's service job, was mentioned much the most frequently - by 'about half' the respondents. Next came changed intentions and interests (23 per cent). Nineteen per cent mentioned what the author calls 'problems with the mechanics of studying and completing lessons', such as inadequate accommodation and problems relating to U.S.A.F.I. administration. Finally, seventeen per cent gave a variety of difficulties connected with the course itself.

(Bradt, 1956).

On the students' own testimony, it would seem that most who give up or fall behind do so for reasons which have more to do with studying part-time than specifically with study [illegible] by correspondence. The striking similarity of the results, however, may simply mean that correspondence students in widely different circumstances tend to rationalise their discontinuance in much the same way, though there are grounds for thinking that reasons such as 'illness' and 'changed intentions' are valid and apply to a considerable minority of dropouts. Obviously, a more sophisticated technique of analysis is required to study adequately the factors affecting this aspect of the performance of correspondence students.

Some attempts have been made to relate performance systematically to other variables:

(23) In the Netherlands, a study was undertaken into the relation of five sets of variables to the performance of students who had enrolled on a correspondence course in book-keeping provided by Leidsche Onderwijsinstellingen of Leiden. Though no details of methodology are given in the report, it appears that the students who got to the stage of sitting the examination had more clearly-defined goals in terms of vocational advancement or personal achievement than had those who dropped out during the course. Also the latter group were more inclined to believe that something was lacking in their education, and were more likely to have been persuaded by publicity to enrol for the course.

(Kuiper, 1967).

The possibility that a proportion of dropouts may have particularly ill-defined goals at the time of enrolment is also suggested by:

(24) A small-scale study from which it appears that these students may be the first to discontinue, with the later dropouts being caused by 'accidental' factors such as job changes or illness.

(James and Wedemeyer, 1959).

It may be that correspondence is less well equipped than oral instruction to counteract this vagueness in objectives once the course has started.

(25) A study of 441 students who enrolled for college-level correspondence courses provided by the University of Florida considered the effect on performance not only of goals at the time of enrolment but also of study techniques and of background factors such as the student's previous experience of correspondence courses or of college-level work. Of the questionnaires sent out 249 (63.4 per cent) were returned and usable. Once again the possession of clear vocational or academic objectives was significantly related to successful course completion, but so was previous experience of college-level work, previous experience of correspondence courses, the need to complete work by a definite date and certain features of study technique.

(Hughes, 1955).

Other studies have reported a relationship between previous educational attainment and success in correspondence courses (e.g. Spencer, 1964).

The basis for a new survey

Clarity of objectives is therefore probably a factor, but by no means the only factor, affecting the student performance. What is needed now is to build up a profile of students enrolling for different courses by correspondence, and to relate the various features of this composite picture to the students' subsequent performance.

This would enable us to obtain an idea of the characteristics of students and their situations which are most likely to lead to success in correspondence courses, and, on a more general level, an idea of the strengths and weaknesses of the correspondence method for different types of student. This was the approach adopted in the present research as likely to be the most fruitful.

Such an approach involves getting adequate data about the students at the time of enrolment. This is very important, because it is known that few students who have discontinued are prepared to answer questionnaires about their correspondence studies*, particularly when, as in the case of the qualifications we are covering, surveys of student performance can be meaningful only if they cover several years after enrolment, because of the length of the courses. While such surveys are therefore most unlikely to be reliable enough by themselves, possession of enrolment data combined with examination details will give vital additional information about the students not responding to the surveys. It is into the characteristics of just these students who do not respond to follow-up surveys that enquiry is most urgently needed.

So our first task was to obtain a profile of students enrolling to study by correspondence for each one of our selected qualifications- the 'participants', as they are called in the U.S.A., representing the student input to the correspondence courses in question.

The three headings under which it seemed that information relevant to subsequent performance could be obtained from enrollees were: personal characteristics (age, occupation, previous qualifications, etc); goals or objectives at the time of enrolment, and reasons for the choice of correspondence as the study method.

Evidence on personal characteristics

Some information had previously been collected about the personal characteristics of enrollees, usually covering a single institution only. Naturally, these characteristics vary widely from one type of course to another.

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* See James and Wedemeyer (1959), and our own pilot study of chartered accountancy students (Appendix E).

(26) A large-scale sample survey of the educational activities of American adults found that participation in correspondence courses was heavily dominated by men. The ratio of 3:1 in their favour was larger than in almost any other form of adult education: over the whole sample, women slightly outnumbered men. Correspondence students in America also tended to be younger than students in most other forms of adult education - 55 per cent were aged under 35, compared with 31 per cent for the sample as a whole.

(Johnstone and Rivera, 1965, p.84).

(27) A sample survey conducted by the Institut fur Demoskopie in West Germany indicates that correspondence students in West Germany are even younger than they are in America, 56 per cent being under 30. People living in towns and cities in West Germany are twice as likely to become correspondence students as are people living in villages.

(Peters, 1965, pp.229-31).

In both the West German and the American surveys, people who already had substantial formal educational attainments were most likely to become correspondence students, as indeed they are to take part in adult education generally.

Correspondence students taking advanced courses tend to have much the same characteristics as do part-time students generally when compared with students taking similar courses full-time: they are several years older; far more of them proportionately are married and have children; most of them are in full-time employment. In degree courses, especially, a high proportion are teachers, for whom graduation would mean upgrading or special salary allowances.

Part-time oral and correspondence students are also often less able academically or less well qualified than full-time students taking similar courses, so that they face educational handicaps in addition to the time problems posed by their occupational and family commitments (Meddleton, 1965; Schramm, 1967; Short, 1967; Tertiary Education in Australia, 1964).

Evidence on objectives

We have already briefly mentioned objectives. An interesting finding has come from both an American university correspondence division (Rowbotham and Simpson) and a British G.C.E. 'O' level English course:

(28) Most of the men were under 30 or 35 and enrolled with the main object of obtaining a qualification, while most of the women were over 30 or 35 and had cultural objectives in mind rather than obtaining a qualification.

(Childs, 1966, and National Extension College, 1967).

This is another respect in which correspondence students resemble students in adult education generally.

Another possible example of this relates to the level of enrollees' satisfaction in their jobs.

(29) A postal questionnaire survey was undertaken of 1,800 people who wrote to enquire about a series of linked radio and correspondence courses in social studies run jointly by the Hessicher Rundfunk and the Goethe University in Frankfurt. 1,312 (73 per cent) replied, and all but seven per cent of these ultimately enrolled. One in three of the respondents wanted to change their occupation. This wish was particularly strong among the 406 (31 per cent) of the respondents who planned to use the courses to fulfil University entrance requirements. More than half of these (54 per cent) were so dissatisfied with their occupational experiences that they wanted to change.

(Sorgel, 1966).

This is in line with Johnstone and Rivera's finding (1965, Chapter 19) that Americans who were relatively dissatisfied with their jobs were more likely than others to take part in adult education.

(30) It is reported that students enrolling for a G.C.E. 'O' level course in English often did so in the hope of overcoming feelings of personal or social inferiority and to feel able to communicate with better educated relatives or associates on equal terms.

(National Extension College, 1967).

In this area of objectives, our own research seeks to answer two main questions: how far do students obtain the various objectives they set for themselves at the time of enrolment, and what types of objective tend to be associated with examination success? Obviously these are much more important questions than simply 'What objectives do people have when they enrol?' but they take considerably longer to answer, particularly in lengthy, advanced courses like those we are studying.

Evidence on choice of study method

There has been hardly any investigation into the factors which prompt people to study by correspondence rather than (or as well as) by another method. The only results worthy of note were obtained in America:

(31) In response to a question which asked the people in the sample to say whether they would prefer to study a subject they were really interested in by correspondence or by attending classes one evening a week at a nearby school, 79 per cent said that in this hypothetical situation they would prefer the classes, and 21 per cent said they would prefer correspondence. Older people

> were more likely than younger ones to prefer correspondence, and the lower a person's socio-economic status, the more likely he was to favour correspondence. The latter tendency was particularly strong among women.
>
> (Johnstone and Rivera, 1965, pp 212-4).

Our own approach to this matter has been to ask whether the reasons which people say made them decide to study by correspondence indicate that they saw in correspondence a method suitable for their particular educational needs, or that they decided to use it as a 'last resort' because of lack of other facilities, domestic commitments, and so on. Given that they wanted to study for the particular qualification, was the selection of the correspondence method deliberate or involuntary? The relationship of this variable to subsequent performance also needs to be traced, but this, again, cannot be done fully until some time after enrolment.

Conclusion

In this first large-scale British research into any aspect of correspondence education, our primary focus must be on the students who take correspondence courses. We have reviewed previous researches on these. It appears that, in tests and examinations, students who take courses by correspondence do as well as, or better than students who study similar subject-matter by oral instruction.

A high proportion of correspondence students, however, discontinue their studies before getting to the stage of being examined, often very early on in their courses. Some evidence suggests that, in most cases, the main reasons for discontinuance have nothing to do with the correspondence method as such, but are related to the problems arising from having to study on a part-time basis. This evidence, however, is limited and often highly subjective. What is needed is a careful study of the factors affecting the performance of correspondence students, and in particular, discontinuance.

Chapter Seven

OUR RESEARCH PROCEDURES

Chapter Seven.

OUR RESEARCH PROCEDURES.

Obtaining a profile

We have already observed that no uniform enrolment data about correspondence students was available, not even student numbers. This meant that we had to collect our own data for a profile of student enrolments in courses leading to the selected qualifications. We decided to use the postal questionnaire method, since the wide geographical dispersion of the students precluded personal interviews. Interviews might also have made the students feel that they had been selected in some way for special attention, and so might have made the later findings from follow-up surveys of the students' performance, the core of the whole exercise, unrepresentative.

We therefore approached eleven institutions* which provide correspondence courses for one or more of the selected qualifications, to discuss the possibility of distributing a standard questionnaire prepared by us. As a result, each institution agreed to send a copy of such a questionnaire to every student who enrolled with them for one of the qualifications during the calendar year 1967. They also agreed to send a reminder letter,** between two and three weeks later, either to those students who had not replied by then or to all those who had received the original questionnaire, whichever was more convenient for the administrative procedures of the institution concerned. In the event, the questionnaire was sent to each student shortly after his enrolment, together with his first supply of study material. A covering letter explaining the purposes of the survey and asking for the student's co-operation was enclosed together with a pre-paid envelope addressed to the Department of Adult Education at Manchester University. The survey was known as the 'enrolment survey'.

An entire year was chosen as the period for the survey because correspondence students, unlike students attending full-time classes, can enrol at any time of the year, and it seemed very probable that different types of students enrol at different times of the year. For example, younger students tend to enrol shortly after the results of the G.C.E. examinations are announced: those who have failed in subjects prepared for at school or at a technical college study to take them again with the aid of a correspondence course.

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* The institutions were: Cleaver-Hume Group (Aldermaston Court); College of the Sea: Commerce Degree Bureau (University of London); International Correspondence Schools; Metropolitan College; N.A.L.G.O. Correspondence Institute; National Extension College; Rapid Results College; The School of Accountancy; South West London College and Wolsey Hall.

** The reminder letter contained a sentence asking students who had already returned the questionnaire to disregard the letter.

It was especially important that the profile should be fully representative, since the projected follow-up surveys would have to be based on samples drawn from this cohort.

Another point to note is that the method of distributing the questionnaire, the only practical one in the circumstances, precluded any kind of random sampling procedure. Not only would this have entailed co-ordinating a sampling scheme among eleven different institutions but, since enrolments arrive daily in batches, it did not seem possible to formulate instructions which would have stood a reasonable chance of being carried out correctly by clerical staffs preoccupied with many other duties. There seemed to be no acceptable alternative to a 'census' type of procedure.

It was also decided that the questionnaire should be sent only to students resident in Great Britain. To have included Northern Ireland would have involved either asking the clerical staffs making the distribution to distinguish between addresses in Northern Ireland and Eire, or sending the questionnaires to all students resident in Ireland and rejecting those from Eire on receipt. Neither of these plans seemed desirable, so, to maintain consistency, the area of the project as a whole was defined as Great Britain.

This type of problem was inherent in the organisation of the project. Almost all the other researches mentioned in the previous chapter have been conducted in single institutions, and have usually been conceived and conducted by personnel associated with the institution. Our project was meant to be independent of particular institutions and national in coverage, and thus the difficulties and the potential rewards were correspondingly greater. As it happened, excellent co-operation was achieved with the institutions concerned in the survey, many of whom (particularly those with large numbers of enrolments in the fields covered), had a great deal of extra work to do, which they invariably did most efficiently. Altogether 20,045 enrolment questionnaires were sent out. Bearing in mind that some institutions had relatively few enrolments in the fields covered, an idea can be gained of the burden on the others.

A total of 13,304 completed questionnaires was received from the students. This response rate, amounting to 66.37 per cent (usable returns being 60.03%), is very satisfactory for a postal survey especially bearing in mind that correspondence students are often thought to be diffident about their studies. The distribution of questionnaires sent and returned for the selected qualifications is given in Table E.1.

The Enrolment Questionnaire

The questionnaire, which is shown at the end of this chapter, contained questions under the three headings discussed in Chapter Six, namely personal characteristics, objectives, and reasons for the student's choice of the correspondence method. Under each of the last two headings, there was an inventory of thirteen statements. These statements were compiled from a review of previous researches and other literature on correspondence students, and from test questionnaires administered and group discussions held at short residential courses for correspondence students in 1966. Against each of the 26 statements, the respondent was invited to indicate the degree to which the statement reflected his situation at the time of enrolment. Thus, he was invited to say which of the thirteen listed reasons for wanting to prepare for the qualification were very important to him, which had some importance, and which had none. In both questions, there was space for the respondent to add other reasons of his own, if any.

Because of the great importance of following up the students in the survey, since only by doing so can most of its value be realised, careful provision was made to ensure that the respondents' names and addresses could be readily obtained. Respondents enrolling with eight of the institutions were invited to give their names and addresses, and were informed in the covering letter that these would only be used for follow-up purposes. Thus the convention of anonymity in social surveys was broken, because it was felt that the needs of a follow-up investigation were of over-riding importance. It seems that this policy did not seriously affect the response. The other three institutions preferred to mark each questionnaire with a reference number before dispatch, and undertook to give full co-operation in locating the students by means of these numbers for any follow-up enquiry.

Above all, the enrolment survey was intended to 'catch' the students at the peak of their involvement with the course, and thus to obtain as accurate and complete a picture of them as possible.

Scoring and Punching Data

The scoring of the usable enrolment questionnaires (12,077 in all) and the punching of data on to cards were done over a period of six weeks. The scales used for scoring each of the questions in the enrolment questionnaire are given in Appendix C. The punching of data on to cards, one card for each student, was done by the Data Service Bureau of International Computers Limited, Manchester.

The Retrospective Survey

We have observed that, owing to the length of part-time study for the type of qualifications we were covering, and because students who discontinue their studies tend not to reply to questionnaires about those studies, the only satisfactory method of investigation for our project is the longitudinal survey. By this means, the progress of a 'cohort' of students such as those enrolling in 1967 (the students in the enrolment survey) could be followed for a few years - sufficiently long for most of those who would ever do so to reach the intermediate or Part I stage of the professional and degree examinations. A three-year project is inadequate for this kind of exercise.

However, in order to secure quickly at least some data on student progress, we have surveyed the progress of students who had begun their courses some time before our project started. This enquiry was designated the retrospective survey . Its main object was to enable us to identify some of the specific issues and problem areas which would need to be investigated in depth when the 1967 cohort was followed up.

The retrospective survey also was based on a postal questionnaire, sent to a random sample of 4,310 students in the U.K. who in 1963 either registered for or passed an intermediate-stage examination towards one of the selected qualifications, except G.C.E. Advanced level. This number comprised 25 per cent of the students known to be studying for the A.I.B. or A.C.W.A. qualification, and almost 100 per cent of the A.C.C.S. and B.Sc. (Econ.) students. The names and addresses of the students were obtained from the examining bodies concerned, and it was therefore not possible to include G.C.E. Advanced level, for which no initial registration system operates. In any case, as G.C.E. Advanced level requires a shorter duration of study than the other qualifications, a comprehensive longitudinal study of the 1967 enrolment should be practicable relatively quickly.

The Pass-List and Entry Sample

The decision to 'split in half' the four remaining qualifications, for the purposes of the survey, was taken to overcome the problem of the length of courses. The sampling frames thus consisted of lists of students who either:

(a) registered with the University of London (as external B.Sc. (Econ.) students), or with one of the three professional bodies in 1963, hereinafter called the 'entry sample'; or

(b) passed one of the following examinations in 1963: Part I (B.Sc.(Econ.); Final Part I (A.C.C.S.); Part I (A.I.B.); or Part II (A.C.W.A.), hereinafter called the 'pass-list' sample.

The survey aimed to evaluate the progress, by 1967, of the entry sample towards the intermediate-stage examinations, and of the pass-list sample towards the final examinations.

The choice of which examination to regard as 'the intermediate-stage examination' for each qualification was taken in consultation with the examining body concerned. The base year of 1963 was chosen as being the earliest from which a significant response rate could be expected: we had received guidance on this point from our pilot study of chartered accountancy students (Appendix E) and found this view generally confirmed by the examining bodies concerned. We are very grateful to them all for the assistance they gave in the preparation of the survey.

As the students' names and addresses were obtained on this occasion from the examining bodies, the sample represented students who had studied by any method or combination of methods, including correspondence. In the case of the professional qualifications, for which the great majority of students study part-time, it was felt that this would provide a valuable comparison of study experience. In the case of the external B.Sc. (Econ.), students who had indicated at the time of their application for approval of candidature that they intended to study full-time at a technical college were excluded, since their quite different characteristics and circumstances made it unlikely that any meaningful comparison with part-time students, whether oral or correspondence or both, could be made.

The questionnaire is shown at the end of this Chapter.* It was sent out from the Department of Adult Education at Manchester University in November, 1967. (March, 1968, for B.Sc. (Econ.)). A covering letter and pre-paid reply envelope were enclosed, and a reminder letter went to those who had not responded three weeks later. Once again, the facts that national coverage was desired and that students are widely scattered made a postal survey inevitable, but personal interviewing might be preferable at a later stage to throw further light on the findings in preparation for follow-up studies of the 1967 cohort of enrollees.

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* The questionnaire was pre-tested in 1967 with groups of employees in Manchester of District Bank Ltd., Imperial Chemical Industries Ltd., and International Computers and Tabulators Ltd., (now renamed International Computers Limited), who were studying by various methods for one of the selected professional qualifications; and with a group of mainly correspondence students preparing for the London external B.Sc. (Econ.) who were attending a residential course organised in Leeds by the University of Leeds Department of Adult Education and Extra-mural Studies.

The Response Rate

A total of 4,310 questionnaires was sent out and 2,206 were returned. Of these 76 were incomplete or unanswered and 40 were rejected on the ground that the students were resident overseas. There were therefore 2,090 usable questionnaires. The distribution of the questionnaires sent out and received for the various qualifications is given in Tables R.1(a), 1(b) and 1(c).

It will be noted that this usable response rate (48.49 per cent) is substantially less than that (60.03 per cent) of the enrolment questionnaire.* Many of the responses were from students who either had passed or were still continuing their studies. (This point is taken up in Chapter Nine).

The questions in the retrospective questionnaire were determined largely by the probable design of a longitudinal study of the students in the enrolment survey. For this it would be especially desirable to have information about the influence of specific factors on continuance of study and/or examination success. The factors chosen were: length of study; exemptions; method of study (including combinations of methods); attitude to the course; experience in the course; paid leave granted by the employer; personal characteristics (including educational background); father's occupation (to indicate social class); type of study accommodation; major events occurring during the period of study; and in the case of correspondence students, proportion of the set written work completed and submitted. The questionnaire also asked students to check reasons for discontinuance or interruption of studies. This was another aspect which would be fundamental in a follow-up investigation, where the weight of the findings would be placed on the relation of the other factors to the criteria of success.

Scoring and punching of data

Some of the questions in the questionnaire were scored before punching the data on to cards, while others were scored during punching. The same scales as for the enrolment questionnaire were used wherever possible. This punching of data was again undertaken by International Computers Limited, Manchester.

The layout of data on the punch card for both the enrolment and retrospective questionnaires was prepared to the requirements of a computer programme specially written for analysing the data. The data were processed in the Atlas Computer at the University of Manchester.

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* There is little doubt that failure on the part of students to record changes of address with their colleges was one reason underlying this fact.

Validity of the data

The entire population of newly-enrolled students throughout 1967 for the selected qualifications was taken for the enrolment questionnaire. The response rate clearly covers a large proportion of the population. Further, as the students in the population were contacted at the peak of their involvement with the course, it is reasonable to assume that their answers to the questionnaire would have been given with a considerable degree of care, sincerity and honesty. Furthermore, at that point the students would be unlikely to have lost sight of their reasons for embarking on a correspondence course.

The retrospective survey, on the other hand, was intended only to throw light on problem areas or factors which needed to be looked into in depth in the follow-up study of the cohort of students from the enrolment survey, since it was not expected that the response to it would be very substantial or representative. Nevertheless, it is worth noting that nearly half the students who responded to the retrospective questionnaire were still actively continuing their studies, so that from this group at least it seems reasonable to assume that the responses would have a reasonable degree of validity. Thus on the whole it is likely that the data collected from the two surveys are sufficiently reliable for their respective purposes. It is to the results of this work that we turn in the following chapters.

Please complete this form as soon as possible and return it to the University of Manchester in the reply envelope enclosed

N.B. ALL THE INFORMATION SUPPLIED WILL BE TREATED IN STRICT CONFIDENCE

ENROLMENT QUESTIONNAIRE

College ....

1. You recently enrolled to take a correspondence course provided by the college named above.
   - (*a*) To what qualification does the course lead? ....
   - (*b*) Was this your **first enrolment** to study by correspondence for this qualification, or were you simply **re-enrolling** to continue your studies after having already completed part of the syllabus by correspondence?
     First enrolment ☐ **Re-enrolment** ☐ (Tick **one** box)
   - (*c*) **If the enrolment was for a course leading to G.C.E. Advanced Level,** please state which subject(s) you have enrolled for ....
   - (*d*) If the enrolment was for a course leading to a degree or professional qualification, have you already passed or been exempted from any part(s) of the examinations? YES/NO. If **YES,** which part(s)? ....

---

2. What is your name and full address? ....
.... County ....

---

3. Have you any children of your own or under your care who are living at home aged under 16? YES/NO
If **YES,** how many? ☐

---

4. Have you a **full-time paid** occupation? YES/NO.
If **YES,** please state **as fully as possible:**
the type of industry, business or service in which you are employed ....
the **exact** position you hold ....
If **NO,** describe your status (e.g. housewife, retired) ....
If you are **a married woman,** in what type of industry, business or service is your husband employed? ....
what position does he hold? ....
If you are **retired,** what was your last occupation? ....

---

5. How old were you when you **finally** completed your full-time education? .... years.

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6. How many subjects have you passed at:
   - (*a*) the General Certificate of Education, Ordinary Level (or School Certificate)? ☐
   - (*b*) the General Certificate of Education, Advanced Level (or Higher School Certificate)? ☐

Did you pass any of these subjects **after** you completed your full-time education? YES/NO.
If **YES,** how many? **Ordinary level** ☐ **Advanced level** ☐

---

7. If you have obtained any of the following qualifications, please tick the appropriate box(es):
   - University Degree (or Diploma in Technology) ☐
   - University Diploma ☐
   - Teacher's Certificate ☐
   - Higher National Certificate or Diploma ☐
   - Ordinary National Certificate or Diploma ☐
   - Final professional qualifications (please state which) ☐
     ....
     ....

---

8. If you intend to study for the qualification to which your correspondence course leads by any of the following methods **as well as** by correspondence course, please tick the appropriate box(es):
   - Full-time attendance at a teaching institution ☐
   - Part-time DAY attendance at a teaching institution ☐
   - Evening classes ☐
   - Private tuition ☐
   - Any other (please specify) .... ☐
     ....

---

9. Are you receiving financial help from any source (other than family or friends) towards the cost of the correspondence course? YES/NO.
If **YES** please give the name of the body providing the assistance:
....
What portion of the total cost of the course is being met from this source? (Tick appropriate box)

Less than $\frac{1}{3}$	Between $\frac{1}{3}$ and $\frac{2}{3}$	More than $\frac{2}{3}$
☐	☐	☐

PLEASE TURN OVER

10. Please give the following personal information:

Male ☐ Female ☐ (Tick)
Age last Birthday ☐
Single ☐ Married ☐ Widowed or divorced ☐ (Tick)

---

11. Below are some reasons which may have played a part in your decision to study for this particular qualification. First read the list through, and then, beside each reason, put ONE tick as follows:

IN COLUMN "**A**" IF THE REASON WAS **VERY IMPORTANT** TO YOU;
IN COLUMN "**B**" IF IT HAD **SOME** IMPORTANCE;
IN COLUMN "**X**" IF IT HAD NO EFFECT ON YOUR DECISION, OR IF IT DOES NOT APPLY TO YOU.

Please put **ONE TICK** beside each reason.

		A	B	X
1	Because you enjoy studying			
2	Because you want to make up for lacks in your schooling			
3	Because you want to make a better use of leisure			
4	Because you are very interested in the subjects in the syllabus			
5	Because the knowledge gained from the course will help you to do your job better			
6	Because you want to get a better job in your present or former occupation			
7	Because you might want to get a job in a **NEW** occupation			
8	Because you want to see if you are capable of the self-discipline needed for a sustained course of study ..			
9	Because your studies make a change from your normal occupation			
10	Because, with more people being educated to a high standard, it is important to be well qualified ..			
11	Because your employer advised you to study for this qualification			
12	Because you feel you need to be better informed about the subjects in the syllabus			
13	Because passing the examination would enable you to take a course of study leading to a higher qualification			
	(Others)			
	....			

---

12. Below are some of the reasons which have prompted people to study by correspondence instead of, or as well as, by some other means, such as full-time classes, evening classes or completely unaided study. First read through the list, and then, beside each reason, put ONE tick as follows:

IN COLUMN "**A**" IF THE REASON WAS **VERY IMPORTANT** TO YOU;
IN COLUMN "**B**" IF IT HAD **SOME** IMPORTANCE;
IN COLUMN "**X**" IF IT HAD NO EFFECT ON YOUR DECISION, OR IF IT DOES NOT APPLY TO YOU.

Please put **ONE TICK** beside each reason.

		A	B	X
1	Because you are engaged on shift-work			
2	Because correspondence study will make it easier for you to work at your own pace than if you went to classes			
3	Because you have previously used a correspondence course and found it helpful			
4	Because you feel that going to classes would be uneconomical of time for you			
5	Because your domestic responsibilities prevent you from going to classes			
6	Because a relative or friend has successfully used a correspondence course			
7	Because there are no classes conveniently available for you to take the course			
8	Because the time available to you for study varies at different periods of the year			
9	Because using a correspondence course will help you in your class studies			
10	Because correspondence study will make it easier for you to plan your work and assess your progress than if you studied completely unaided			
11	Because you prefer studying on your own by correspondence to studying in a class with other people			
12	Because you have to travel a fair amount in your occupation			
13	Because a physical disability prevents you from going to classes			
	(Others)			
	....			

Please use this space if you wish to make any comments in explanation of your answers to Questions 11 and 12: carry on to another sheet if necessary.

DON'T FORGET TO POST THE FORM, AND THANK YOU VERY MUCH FOR YOUR TIME AND TROUBLE

UNIVERSITY OF MANCHESTER

CONFIDENTIAL

DEPARTMENT OF ADULT EDUCATION

RETROSPECTIVE
QUESTIONNAIRE

RESEARCH INTO STUDY METHODS

1. Which of the following qualifications were you studying for in 1963? (TICK correct box)

Corporation of Secretaries	☐
Institute of Bankers	☐
Institute of Cost and Works Accountants	☐
University of London external B.Sc. (Econ.)	☐

2. When did you start your studies for this qualification?

Month . . . . Year . . . .

3. Have you been exempted from any portion of the examinations (other than Preliminary) because of your previous qualifications? YES/NO

IF YES, were you exempted from a complete stage (e.g. Part 1), or from one or more specific subjects? (TICK correct box)

Complete stage ☐ Which? . . . .

Specific subject(s) ☐ How many? . . .

4. Please show with a tick which method(s) of study you have used in preparing for the qualification. (If you were not studying in any of the years shown, leave that column blank.)

Methods	ACADEMIC YEARS (September-August) 1960-61	61-62	62-63	63-64	64-65	65-66	1966-67
CORRESPONDENCE COURSE	....	....	....	....	....	....	....
PART-TIME (day or evening) at a teaching institution	....	....	....	....	....	....	....
FULL-TIME (at least 6 months) at a teaching institution	....	....	....	....	....	....	....
PRIVATE TUITION	....	....	....	....	....	....	....
UNAIDED PRIVATE STUDY	....	....	....	....	....	....	....

5. Examine the comments below and decide whether, in general, you agree or disagree with them IN THE LIGHT OF YOUR EXPERIENCE OF THE METHOD(S) OF STUDY YOU HAVE TICKED IN QUESTION 4 ABOVE - leave the other columns blank.

PUT A TICK (✓) IF YOU AGREE

PUT A CROSS (X) IF YOU DISAGREE

LEAVE BLANK IF YOU CAN'T DECIDE

Comments	CORRESPONDENCE COURSE	At a teaching institution PART-TIME	FULL-TIME	PRIVATE TUITION	UNAIDED PRIVATE STUDY	
Thorough	......	......	......	......	......	1
Impersonal	......	......	......	......	......	2
Interest kept up	......	......	......	......	......	3
Expensive	......	......	......	......	......	4
Helpful marking	......	......	......	......	......	5
Work rushed	......	......	......	......	......	6
Well planned	......	......	......	......	......	7
Social sacrifices	......	......	......	......	......	8
Convenient	......	......	......	......	......	9
Tough	......	......	......	......	......	10
Careful guidance	......	......	......	......	......	11
Time consuming	......	......	......	......	......	12
Confidence inspiring	......	......	......	......	......	13
Easy to slack	......	......	......	......	......	14
Good teaching	......	......	......	......	......	15
Lonely	......	......	......	......	......	16
Difficulties cleared up	......	......	......	......	......	17
Hinders home duties	......	......	......	......	......	18
Others....................	......	......	......	......	......	
....	......	......	......	......	......	

6. Which of the methods of study you ticked in Question 4 has been your MAIN method of preparation? Tick ONE box only, and name the institution you studied with MOST by this method.

CORRESPONDENCE COURSE ☐
PART-TIME at a teaching institution ☐
FULL-TIME at a teaching institution ☐
PRIVATE TUITION ☐
UNAIDED PRIVATE STUDY ☐
Name of institution. ....

NOTE: IF YOUR MAIN METHOD HAS BEEN UNAIDED PRIVATE STUDY PLEASE GO ON TO QUESTION 8.

7. Consider the following statements in the light of YOUR EXPERIENCE OF THE MAIN METHOD OF PREPARATION which you ticked in Question 6 above. For each statement PUT A TICK in ONE column as follows:

"A" IF YOU AGREE WITH IT
"D" IF YOU DISAGREE WITH IT
"X" IF YOU CANNOT DECIDE
"Y" IF IT DOES NOT APPLY

		A	X	D	Y
1	The lessons or lectures keep up one's incentive to study	....	....	....	....
2	The institution I have studied with seems efficiently run	....	....	....	....
3	Exercises are usually marked and returned with little delay	....	....	....	....
4	One can obtain unbiased advice about things like choice of subjects or courses	....	....	....	....
5	New knowledge gained is thoroughly tested by the exercises given	....	....	....	....
6	Students are encouraged to ask questions	....	....	....	....
7	The basic principles of the subjects are fully explained in the lectures or lessons	....	....	....	....
8	The student is enabled to gauge his own progress	....	....	....	....
9	Sufficient exam. practice is gained through tests and exercises during the course	....	....	....	....
10	There is always someone to turn to when in difficulties	....	....	....	....
11	One cannot simply crib the answers to exercises from lesson notes or text-books	....	....	....	....
12	The lecturers or tutors quickly spot students' difficulties with their studies	....	....	....	....
13	I would say that the main interest of the institution is to promote education	....	....	....	....
14	Comments on written work are full and explain faults clearly	....	....	....	....
15	Students are helped to catch up when they fall behind	....	....	....	....
16	Important points are highlighted in the lessons or lectures	....	....	....	....
17	The tutors or lecturers take a personal interest in students' progress	....	....	....	....
18	Questions on tricky points are answered quickly and sensibly	....	....	....	....

8. Were you granted any paid leave by your employer to study for the qualification? YES/NO

IF YES, how was this leave to be taken? TICK correct box(es)
'Blocks' of time :
Less than 1 week ☐
1 to 4 weeks ☐
1 to 3 months ☐
More than 3 months ☐
One day per week ☐
Any other (please specify) ☐
....

Did you take any of this leave just before the exams.? YES/NO

IF YOU HAVE NOT USED A CORRESPONDENCE COURSE AT ALL IN PREPARING FOR THE EXAMINATIONS, PLEASE OMIT THE NEXT TWO QUESTIONS AND PROCEED TO QUESTION 11.

9. Was the correspondence course a SELF-TUITION course (i.e. one where no written work is expected to be sent in for marking) ? YES/NO

If NO, what proportion of the exercises or test papers to be sent in for marking have you been answering? Tick ONE box only.

None or very few ☐ About half ☐
About a quarter ☐ All or almost all ☐

10. Did you try to obtain financial help from any source (other than family or friends) towards the cost of the correspondence course? YES/NO

If YES, please give the name of the body from which you tried to obtain help:

....

Did you get it? YES/NO
Was the help you got, or would have got, conditional on your passing the examinations? YES/NO

11. Please give information below about your marital status and number of children IN 1963 :

Single ☐
Married ☐
Widowed/Divorced ☐

No. of children aged under 16 ....

12. Please give below information about occupations IN 1963 - if any change occurred during that year, give the later occupation.

Occupation	Industry/business/service in which employed	Exact position held
Your own in 1963	....	....
Your father's in 1963 or before, if you are now under 30	....	....

13. What type of accommodation were you living in IN 1963? Tick ONE box only - if you moved during the year, tick only the type of accommodation you lived in last during that year.

Parents' home ☐ Lodgings ☐
House owned or rented by you ☐ Hostel ☐
Flat owned or rented by you ☐ Other (specify) .... ☐

How suitable were conditions in the accommodation you have ticked above for study?
Very suitable ☐ Not very suitable ☐
Moderately suitable ☐ Most unsuitable ☐

14. Have any of the following events or changes in your personal circumstances occurred SINCE JANUARY, 1963 and WHILE YOU WERE STUDYING FOR THE EXAMINATIONS? TICK correct box(es) and give the date(s) :

		DATE	
		Month	Year
Changed occupation	☐	....	....
Got married	☐	....	....
Moved house	☐	....	....
Had serious accident or illness	☐	....	....
Close relative died	☐	....	....
Other major events or changes (specify)			
....	☐	....	....
....	☐	....	....

15. Please give the following personal information

Male ☐
Female ☐
Present age ☐
Nationality ....

If you are not British by nationality, for how many years have you been living in Britain? ....

16. How old were you when you finally completed your full-time education? ....years.

17. How many subjects have you passed at the General Certificate of Education?

Ordinary level ....
Advanced level ....

Have you passed in Mathematics at: Ordinary level? YES/NO Advanced level? YES/NO

18. If you have obtained any of the following qualifications, please tick the correct box(es):

University Degree (or Diploma in Technology) ☐
University Diploma ☐
Teacher's Certificate ☐
Higher National Certificate or Diploma ☐
Ordinary National Certificate or Diploma ☐
Final professional qualifications (please state which) ☐
....
....

19. Have you sat for any of the examinations leading to the qualification you ticked in Question 1? YES/NO

If YES, please give details below.

	Banking or Trustee Diploma		Corporation of Secretaries				Institute of Cost and Works Accnts.					B. Sc. (Econ.)	
	Parts		Inter-med.	Final-Parts			Parts					Parts	
	I	II		I	II	III	I	II	III	IV	V	I	II
Tick the parts in which you have sat for exams.													
No. of SITTINGS (not subjects)													
Tick any ENTIRE Part(s) you have passed													
If passed certain subjects only in any Part, state how many													

20. IF YOU HAVE NOT YET PASSED ALL THE EXAMINATIONS FOR THE QUALIFICATION, which of the following statements is true? Please remember that your replies will be kept STRICTLY CONFIDENTIAL. Tick ONE box only.

I have decided not to continue my studies for the qualification. ☐
I have had to interrupt my studies for at least six months. ☐
I am still actively continuing my studies. ☐

If you have ticked EITHER of the FIRST TWO boxes above, which of the following reasons had a bearing on your decision to interrupt or discontinue your studies? Tick correct box(es)

I was unable to continue paying for the course. ☐
My studies interfered too much with my domestic responsibilities. ☐
The syllabus was too dull and uninspiring. ☐
I changed my career plans because I was not satisfied with my job. ☐
I had an upset in personal relationships. ☐
I felt that studying as well as working imposed too great a strain. ☐
I had a serious accident or illness. ☐
I found the syllabus difficult. ☐
The increasing demands of my job would have interfered too much with my studies.. ☐
(Others).. ☐
.... ☐

Please add any comments you wish to make in the space below. We are very grateful for the time and trouble you have taken. Please post the questionnaire as soon as possible in the reply envelope.

Chapter Eight

FINDINGS FROM THE ENROLMENT SURVEY

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In this and the next chapter we review the data obtained through the two questionnaires, dealing with the enrolment questionnaire first. Here our aim was to establish a profile of correspondence student enrollees at the beginning of their courses of study: to define their personal characteristics and circumstances, their reasons for deciding to use the correspondence method of study and their objectives in undertaking the courses they had chosen.

The data from the enrolment survey (in Appendix A, Tables E.1 to 16), represent the responses of 12,077 students who enrolled in 1967 to study for one of the five selected qualifications: this number constitutes about 60% of the total for that year. As the responses for each of the qualifications amounted to proportions within the range 49 - 70%, the data relating to the individual groups of students are reasonably comparable. It is nevertheless useful to bear in mind the actual number of students in each group (see Table E.1 and summary below), and the difference in the intellectual levels at which the groups were required to work.

SUMMARY OF TABLE E.1.

Qualification group	No. of usable questionnaires received.	Return %
ACCS	331	49.04
AIB	2,652	57.09
ACWA	1,466	52.55
B.Sc.(Econ.)	493	73.04
G.C.E. 'A' level	7,135	63.37
TOTAL	12,077	

1. WHY DID THE STUDENTS ENROL FOR CORRESPONDENCE COURSES?

The information needed for our attempt to answer this was collected through Question 12 (p.70). Here we set out thirteen possible reasons * which might have affected the students' decision to enrol for a correspondence course, and asked the students to assign to each reason one of three ratings: 'very important'; 'of some importance'; and 'of no effect' or 'did not apply'. (For brevity, these ratings are designated A, B and X respectively, as in the questionnaire). The responses are summarised in Table E.16. There was also provision for students to record the importance to them of other reasons which they themselves could offer.**

It is clear that for the greatest proportion of the students the predominant reason was:

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* See p.64 for the basis on which these were compiled.

** An analysis of a sample of these appears in Volume III, Appendix H: students in fact tended simply to amplify the most popular of the reasons already printed.

'Because correspondence study will make it easier for you to plan your work and assess your progress than if you studied completely unaided.' (Col. 10).
This was rated either A (very important), or B (of some importance), by about 72% of the respondents. More than one-third of the students assigned rating A to it. (ACCS - 39%; AIB - 34%; ACWA - 39%; B.Sc.(Econ.) - 47%; 'A' level - 42%).

The reason which ranked second in order of importance was:
'Because correspondence study will make it easier for you to work at your own pace than if you went to classes ' (Col. 2).
More than half the respondents rated this either A or B. Within qualifications, the proportions who rated it A range from 21.71% (B.Sc.(Econ.)), to 35.33% (AIB).

Even at this stage it is worth noting that the two reasons which weighed most with the students are related directly to method of study* - rather than to circumstances arising from the students' professional or social situation, for example.

Only three more of the reasons specified in the questionnaire were rated either A or B by very substantial proportions of the population. One of these was:
'Because you feel that going to classes would be uneconomical of time for you' (Col.4).
This was assigned rating A or B by proportions ranging from 45% ('A' level), to 62% (AIB). The values for rating A were: ACCS - 24%; AIB - 29%; ACWA - 25%; B.Sc.(Econ.) - 25%; 'A' level - 21%.

Another of the three was:
'Because the time available to you for study varies at different times of the year' (Col.8.).
To this nearly half the population assigned either rating A or B, (ACCS - 46%; AIB - 50%; ACWA - 43%; B.Sc.(Econ.) - 50% 'A' level - 43%). The proportions who assigned rating A to it ranged from 18.70% (ACWA), to 21.28% ('A' level).

Before considering the only other reason which was widely endorsed, we may observe that room for manoeuvre in the timing of their study programme is a consideration which carries more weight with students generally than do most of the other factors investigated. The percentage ratings for these two, and for the first two reasons discussed, are clearly less significant than the total picture they suggest, Bearing in mind the complementary quality of the four, the comparative uniformity of the response to them as between the five qualification groups supports one conclusion which goes some way to answering our main question. It seems clear that for a substantial proportion of the respondents an important criterion in choosing a study method was the extent to which it was appropriate for what they felt were their individual needs. While this may seem to be self-evident, it is not the same thing as choice dictated by the limitations of practical circumstances; and this distinction will be confirmed by the data on other reasons.

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*It is also interesting that while Reason 10 was one of those implicitly addressed to 'correspondence only' students, it had some importance for a small number using a combination of study methods (see Table E.11).

Although it was not, in general, accorded much importance by the students, it is relevant to examine at this stage one other reason the students were asked to evaluate. This was:

'Because you prefer studying on your own by correspondence to studying in a class with other people.' (Col.11).

The proportions who rated this X (of no effect), ranged from 52.45% (AIB), to 71.60% (B.Sc.(Econ.)). Obviously a study method so versatile as to be able to meet the individual needs of the population in the way suggested above must be acceptable in one of its basic characteristics – the need to work alone. But it is perhaps surprising that so many of the students positively value this condition: for example, 17% of ACCS and 21% of AIB students rated it A.

It has often been suggested that the popularity of correspondence courses is very much a matter of having no alternative: that the choice is dictated by practical circumstances affecting the student. One extension of this argument relates to the inaccessibility of oral courses in the relevant subjects, an aspect which was put to the students thus:

'Because there are no classes conveniently available for you to take the course' (Col.7).

This was the last of the reasons in our list which were accorded importance by substantial proportions of the population. Their responses are shown in Col. 7. With the exception of the degree students (who numbered 493), the proportion who assigned rating X was something less than two-thirds in most qualification groups. The values of this rating ranged from 42% of B.Sc.(Econ.) to 66% of ACCS students. Notwithstanding its irrelevance for much of the population, the inaccessibility of suitable courses is too fundamental a consideration to be dismissed on that account. For many of the degree students, and no doubt for many others, this problem is likely to be acute: it will be considered again in the next section of this chapter.

Another aspect of the contention that students enrol because they have no alternative is the notion that commitments in the home preclude attendance at classes, (see Col.5). Our data indicate that even within qualification groups which include substantial proportions of married students with families of their own, domestic responsibilities were of no account in this context. It is appropriate to look at the percentages in the light of Tables E.14 and E.6. For example, among those who rated this reason very important were 14% of ACCS students (57% of all ACCS students being married; and 36% had children under 16 living at home); and 17% of B.Sc.(Econ.) students, (69% of the degree students were married and 43% had children). Bearing in mind that the percentages for rating A may also include many unmarried students who are more or less involved in domestic responsibilities and the care of parents, these percentages are surprisingly low.

The importance of a recommendation from a relative or friend about the value of correspondence study is the subject of column 6. Column 3 gives data about the importance of the students' own previous favourable experience of the method. Both of these reasons are characterised by fairly low values for rating A and values of X which differ quite widely by qualifications. Further comment on this pattern will be made in discussing the separate groups of students. At this stage one may conclude that while these two reasons play a part in the decision to enrol for certain courses, they do not apply for the great majority of the respondents. Correspondence colleges frequently claim that a considerable proportion of their students enrol through the recommendation of a relative or friend.

The suggestion that a correspondence course 'will help you in your class studies' was of course addressed to students intending to use the method in combination with oral instruction. (Data on this aspect are given in Table E.11). But a comparison of the percentages of students intending to use a class method plus correspondence with the values of ratings A and B in column 9 of Table E.16 shows an odd discrepancy:

	ACCS	AIB	ACWA	B.Sc. (Econ.)	'A'
Percentage of total using correspondence with a class method (Table E.11)	32.63	17.68	32.40	21.09	21.96
Percentage of total who assigned rating A and B	29.30	9.73	21.02	12.57	20.48

The shortfall in the lower set of figures may be due to a more literal interpretation of 'class studies' than we had foreseen. Possibly the oral classes were being used as a supplement to correspondence, rather than as the main method. Alternatively the subjects being taken in oral classes may have been different from those being studied by correspondence.

All three remaining reasons on our list reflect the situation of small minorities in the population, and are additional instances of the 'no alternative' effect. Of the three, the reason which had the greatest importance was 'Because you have to travel a fair amount in your occupation'. (Col.12). This was rated A or B by 14 - 18% of the students throughout all the groups, and was rated A by 6 - 8% of each group. It appears that no group has a monopoly of students who are required to travel as part of their work: such students are quite evenly distributed.

The percentage value ratings in column 1 suggest that very few students are affected by shift working. The only qualification group in which even one-tenth of the students assigned rating A to this was 'A' level - elsewhere the proportions ranged from 1 to 4%.

The last reason on our list also turned out to be of least weight: 'Because a physical disability prevents you from going to classes'. (Col.13).

The number of students for whom this was relevant seems surprisingly small. (In fact there were 134). In this context we are concerned with a fairly high degree of disability: if it is of an order to preclude attendance at classes then it is likely also to preclude a professional career. But even if people handicapped in this way are disinclined to study for professional qualifications, we might have expected a larger contingent than 1.4% among 'A' level candidates. It may be that financial considerations are a serious obstacle to enrolment for would-be students who are disabled. The small numbers involved should make it not too difficult to alleviate the situation if this were thought desirable.

Summary

Reviewing the data on this question, it appears that:

1. The most generally accepted reasons for enrolment derive from students' positive expectations about features of the correspondence study method, rather than from extraneous circumstances dictating their choice.
2. Considerations arising from extraneous circumstances were of limited or no importance for the majority of the respondents, although some were of marked importance within qualification groups.

This was the outline situation at the commencement of the survey period. How far the students' later experience of correspondence study justifies their expectations, and how well they have gauged the effect of their individual circumstances on their own future performance, are questions germane to the central aims of our research, and need to be pursued in a continuation study. For the present it may be helpful to consider next the personal and background information already available about the respondents.

2. WHAT KIND OF PEOPLE ARE THE STUDENTS?

Looking at the personal data we collected through Question 10 (in Tables E.13 and 14), it is immediately apparent that the five qualification groups are characterised by differences which are of greater significance than the characteristics they have in common, and that a superficial profile of the population as a whole only serves to mask some of these differences. For example, Table E.13

shows that at the time of enrolment about 30% of the students were under 20 years of age, about 50% were aged 20 - 30, and the remainder were distributed over higher age groups. On the other hand, of the 3,620 students aged 18 - 20, all but 334 were studying banking or 'A' level qualifications. Similarly, although more than a quarter of the students in the population are women (about half of whom were under 24), the actual percentage varies substantially between qualifications -- for ACWA it is 1.50%, but for 'A' level it is 42.19%. It is therefore more useful to examine personal data for the separate qualification groups under sectional headings. The only item we would except from this approach is the geographical distribution of the students throughout Britain.

a. The geographical distribution of the survey population.

The relevant data appear in Table E.5 and the summary table (E.5(a)) which follows it in Appendix A. The coding system used in conjunction with these is set out in Appendix C.

The following points are established by the data:

(i) Nearly half of all the students live in the South East region, and 37% (26% + 11%) of them within the Greater London County and Outer Metropolitan areas*.

This finding was quite unexpected. Of all the regions defined, the South East is undoubtedly the best served by further education facilities and resources, and the preponderance of correspondence students here should have important implications for the providers. A lesser concentration also appears in the area jointly constituted by the North West and the Yorkshire and Humberside regions, which are better served than most by educational facilities, and where 17 -- 20 per cent of the professional and degree students were found. So much for the idea that correspondence study is an activity mainly for those living in remote areas.

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* The percentages of the total population estimated from the 1966 Sample Census to be living in these areas are as follows:

South East Region	-	31.84%
Greater London County	-	14.67%
Outer Metropolitan Area	-	9.38%

Calculated from General Register Office, Sample Census 1966, Gt. Britain. Summary Tables. London, H.M.S.O. 1967, Table. 1.

(ii) Nearly 50% of the students live in conurbations having a population of 700,000 or more;* about 10% in 'minor conurbations' with a population between 250,000 and 700,000; and the remainder in other areas.**

From this finding, we may assume that at least 60% of the students in our survey have reasonable access to regional centres providing courses for the various professional qualifications and in specific subjects, to public and reference libraries, facilities for contact with fellow-students and other amenities which are the mainstay of part-time education. There remain roughly 40% of whom a proportion might not so easily find facilities of this kind, and for some of whom correspondence lesson material and notes are the only medium conveniently available.

Two questions arise here. First, what can be done to improve provision for the 40%? Students living outside conurbations, and in rural and remote areas, could be asked to define their most urgent needs in this connection, as a first step, by way of a follow-up enquiry. Second, if 60% of the students in the sample could in fact make use of facilities other than correspondence, are they doing so to the extent that they might? And if a proportion of that order has access to oral classes, why should the proportions actually attending classes be so much smaller? (See p.78 for data on the latter). It seems unlikely that this difference in the proportions (particularly marked in the case of AIB and 'A' level students), can be accounted for entirely in terms of domestic responsibilities and the other precluding factors examined in the last section; but some of the other reasons evaluated by the students may provide an answer, for example those treated in Columns 4 and 8*** Or is there something unsatisfactory to the students in the existing provision of class instruction? Does it cover the wrong subjects? Is the presentation acceptable? Is the periodicity convenient?

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* 43.97% of the total population live in these conurbations, calculated from General Register Office, ibid.

** This three-fold division is derived from existing classifications (see App.C). The category 'other areas' includes many urban centres of substantial size with considerable educational facilities. With the available classifications and numbers of students it was impracticable to categorise areas below 250,000 population.

*** 'Because you feel that going to classes would be uneconomical of time for you' and 'Because the time available to you for study varies at different periods of the year'

b. Student profiles.

(i) The 'professionals'

The data relating to students for the professional qualifications are so strongly dominated by the AIB contingent that it is appropriate to consider these students first. This is not simply a matter of numbers (2,652 as against 1,466 for ACWA and 331 for ACCS). In their personal aspects they are delineated so sharply as a homogeneous group that they constitute an effective unit with which to compare the other two ones.

More than half the AIB candidates are in the 17 - 20 age range: thereafter the proportion drops sharply, to 5% at age 23 and to 1.5% at 29 (Table E.13). Nine out of ten of the students are men. Four out of five are unmarried (Table E.14), and only 10% have children under 16 living at home (Table E.6). The group includes only ten students who are studying full-time. The proportion actually in employment is 99%, 98% being in commerce, i.e. banking (Tables E.7 and 7a).

In their educational background they are almost equally homogeneous. Slightly more than a quarter of them continued their full-time education until they were 18 years of age: the remainder completed it by 16 or 17 except for about 8% who did so at 19 (Table E.8). By the end of their full-time study more than half of them had at least 6 'O' level passes in G.C.E.; 24% had not less than 2 'A' levels (Tables E.9a and b). Less than 10% recorded any G.C.E. successes at either level after completing full-time study at school or college (Tables E.9c and d). Only 6% have any higher qualification, 2% being graduates (Table E.10).

The impression given by the banking students is accordingly one of a young and fairly uniform group, with a moderately good G.C.E. record but apparently no previous experience of part-time study combined with a full-time job, currently working in the profession for which they wish to be formally qualified. There are also grounds for saying that their attitudes to part-time study exhibit some kind of group identity. An unusually high proportion (79%) intend to work by correspondence only (Table E.11). Reference to Table E.16, reporting their evaluation of the 13 possible reasons for choosing this method, shows that of all five groups in the survey, these students attached the greatest importance to working by themselves (Col.11); working at their own pace (Col.2); apportioning their own time (Col.4). Whether their aims and objectives in studying for their chosen course are similarly characteristic can perhaps be determined in the light of data about these collected through Question 11. (Section 3).

Obviously many of the differences between the three professional groups arise from the nature of the qualifications they seek. The AIB qualification is almost exclusively confined to the banking profession and is a major element in its career structure. The ACWA qualification is more versatile for career purposes, and is not the only qualification in its field open to the students. The same is true of ACCS to an even greater extent. We would therefore probably expect less regularity in the data on these two sets of students.

In the first place the accountancy and secretarial students are a little older. In ACWA the highest concentration is in the age range 20 - 23, and at the age of 27 the proportion is still 4½%. In ACCS there is a minor concentration at age 22 - 23, with a fairly even distribution of 5 - 6% in each year over ages 24 - 30 (Table E.13). There is a higher proportion of women students for the secretarial qualification than for AIB, but there are virtually no women ACWA students. (1½%). Slightly less than half of the accountancy and more than half of the secretarial students are married (Table E.14). About a quarter of ACWA and a third of ACCS students have children living at home (Table E.6). Both groups contain higher proportions of full-time students than AIB - there are 4% in ACWA and 10% in ACCS and of course both are much more widely distributed over the employment categories in Table 7a. The ACWA students are predominantly in manufacturing industry, and in distribution and services, whereas those for ACCS are also found in considerable proportions in the Civil Service and local government, and in commerce.

As to full-time education, neither of the two groups contained such high proportions who remained at school after the age of 16 or 17 - in fact 17% of the ACCS and 10% of the ACWA students had left school before they were 16 (Table E.8). Nor had either group quite such a good 'O' level record at this stage, although the proportions of students with only one or two subjects were higher than with AIB. At 'A' level both sets were, on balance, comparable with AIB in performance. In both ACWA and ACCS groups, however, there is also a fair showing of part-time study for G.C.E. subjects, the former group predominating slightly at 'O' level and the latter at 'A' level (Tables E.9c and d). The data on previous higher qualifications (Table E.10), shows that both groups include quite considerable proportions of graduates (ACWA - 15%; ACCS - 8%), HND holders, and students already professionally qualified (ACWA - 12%; ACCS - 11%). Additionally, about 7% of the secretarial students hold a teaching qualification. They also provide some evidence of previous correspondence study in Table E.16, Col. 3.

In comparison with AIB, these two sets of students are thus quite strongly characterised by a past record of part-time study. The data on exemptions granted to them, and particularly to ACWA students, emphasize their experience of work for higher qualifications. (Tables E.4a to c). It is also relevant that rather more than a third of ACWA students said they would be combining correspondence with other study methods. About half of the secretarial students also intended using a combination of methods: the highest proportion in any of the groups to use private tuition (13%) occurs among these

(Table E.11). Whether these considerations will appear significant in the light of the students' later performance remains to be seen.

The data on personal circumstances, on previous study record and on exemptions all contribute to our impressions of these two groups as relatively mature, independent individuals, with an element of experience in the competitive spheres of commerce, industry and public service. Their evaluation of the thirteen reasons for choosing to study by correspondence broadly confirms this picture. In the section relating to Question 11, it will be of interest to determine whether their objectives in studying differ appreciably from those of the banking students.

(ii) The B.Sc.(Econ) students.

The external degree students form the smallest group in the sample (493). Table 13 shows that, on average, they are much older than the others. About half of them are in the age range 22 - 30, nearly all the rest being older. About 10% are aged 41 - 50. More of them are married (69% - Table E.14), and more have children living at home (43% - Table E.6). Substantial proportions work in the Civil Service and local government, manufacturing industry and commerce, but over a third are employed in education and the library services, this being the highest proportion in that category from any group. (See Table E.7a). There are rather more housewives working for their degrees than for any of the other qualifications save 'A' level, (3.25%), but only 6% of the students are studying full-time.

We have already seen from Table E.16 (Col. 5), that domestic responsibilities are not considered a hindrance to study by much more than a third of these students. Column 7 of the table, on the other hand, shows that the lack of suitable classes was a major factor in the choice of the correspondence method for a very large proportion (A = 38%). It is worth noting that the proportion actually known to be resident in areas unlikely to be provided with classes (see Table E.5 - summary), is close to the 40% living outside conurbations mentioned on page 81.

About 40% of the degree students attach some degree of importance to their own past experience of the correspondence study method (Table E.16, Col. 3). Nor are the others novices in the discipline of long-term study, whether full-time or part-time. We see from Table E.8 that 31% of all the students continued their full-time education into their twenties, and that this group includes the highest percentages in the data on 'A' level passes obtained after the completion of their full-time education (Table E.9d). The most significant data for our purposes in this context, however, are in Table E.10, where 92% of these students are shown to possess higher qualifications already, predominantly in teaching and the professions (31% each), and as graduates (19%). In terms of previous study experience and educational attainment this group is therefore at a tremendous advantage from the outset, and would presumably be expected to show superior achievement over the period of our enquiry to any of the others. How far practical considerations such as inadequate alternative provision for study and their domestic commitments will offset this advantage may be assessed only in the light of their subsequent progress. What is already noteworthy is that from the present evidence about this group, it seems likely that many external degree students are actually taking a second advanced qualification, and not merely using an opportunity for higher education which they have previously missed.

(iii) The 'A' level students.

Numbering more than half of the total respondents (7,135), and divided almost equally among men and women, we should inevitably look for greater variation in the data relating to this group than was discernible with the others. It should also be possible to draw comparisons between the sexes over a period of time.

Looking at the distribution of students in Table E.13, we find that although there is some concentration in the age range 17 - 20 (amounting to about a third of the group), half of the students are between 21 and 40. (There are in fact half a dozen in their seventies). A higher proportion of men than women students occurs between the ages of 18 and 25, the reverse being true of the students over 35 years of age. About a third of them are married (Table E.14), and only a quarter have children under 16 living at home. The data on occupational status indicate that 12% are housewives, and 15% full-time students (Table E.7). The remainder are almost entirely distributed among the categories of government service, manufacturing industry, education and libraries (12 - 14% in each), with proportions of the order of 5 - 7% in medical and welfare services, distribution, commerce and private practice of the professions (Table E.7a).

In their basic education the students in this group are not markedly different from the professional students, although there is more resemblance to the ACCS group than to the other two in many respects. For example, about a quarter of both groups completed their full-time education at the age of 16, and about 3% did so at 14 (Table E.8). In considering previous G.C.E. performance, it is the proportion who had no G.C.E successes which is most relevant. 73% had no 'A' level passes, and as many as 11% had no 'O' levels. We may also note the relatively large proportion who passed in only one 'A' level subject (Table E.9b). From the distribution of previously obtained higher qualifications in Table E.10 we see that the 'A' level group proportion is very much lower than those for ACCS and ACWA (22%, 46% and 52% respectively). Such higher qualifications as are held by the 'A' level students are substantially in teaching or the professions. Even so, it is clear that they have nothing like the amount of previous experience of study at an advanced level which is evident for most of the other groups.

An unusually high proportion of these students have said they intend to study by the correspondence method only (70% - Table E.11). Their reasons for this decision have been revealed to some extent in Table E.16. About a quarter said that the lack of suitable classes was a major factor, nearly half (A + B) were influenced by the feeling that attendance at classes would be uneconomical of their time, and roughly 30% (more women than men) by the incidence of domestic commitments. But with this group in particular it is important to weigh such considerations against the relatively low academic level of the qualification they are pursuing. They are, after all, working for the easiest of the five in question, and the one which will presumably occupy the shortest term of study. Most of them have enrolled for only one subject (Table E.2). Given reasonably clear objectives for enrolling in the first place, it seems unlikely that their performance will be seriously hindered by a comparative lack of previous study experience and attainment.

3. WHY ARE THE STUDENTS WORKING TOWARDS THEIR CHOSEN QUALIFICATION?

In reviewing other research into correspondence students (Chapter Six), we noted that some consideration was given in this to the part played in the students' performance by the nature and force of their individual objectives. To obtain the initial data needed for this branch of our own enquiry, we set out in Question 11 thirteen possible reasons* which might have influenced the students' decision to study for their particular qualification. As with Question 12 the students were asked to assign one of three ratings to each reason; namely, A(very important) B(of some importance), and X(of no effect or did not apply). Here again there was also provision for the students to record the importance to them of other reasons they themselves could offer.

The relative agreement in the levels of the ratings for individual reasons which could be observed between qualification-groups in Table E.16 is almost totally absent from the data on Question 11 (see Table E.15). In this case the response of the students clearly associates a particular set of objectives with each group, and although there is some common ground between those working for the three professional qualifications this is so limited that it is more appropriate to treat each group separately.

(For convenience, the thirteen specified reasons are set out on p.92 where the groups indicated against each item are those in which at least one-third of the students rated the reason either A or B).

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* See p.64

a. The AIB students.

Here is in the first subject a homogeneous group, primarily concerned with advancement in their current occupation. Only seven of the thirteen reasons for study we had listed were rated important by more than one-third of the students. In order, these were:

	Rating A (%)	Rating B (%)	Rating A + B (%)
Reason 5	69	24	93
6	80	10	90
11	51	32	83
10	45	35	81
13	39	21	59
4	11	44	56
12	13	35	49

Practically all of these reflect either the importance of specialisation for the banking profession, or the part played by formal qualification as a promotion route. The fourth in the above list also suggests the extent to which the group is conscious of the competitive conditions operating in commerce and industry generally. There is relatively little emphasis on study simply for the satisfaction of knowledge gained (Reason 4).

b. The ACWA students.

The data indicate a wider range of objectives for this group. Where the banking students were largely concerned with only seven, nine from the list were considered important by more than one-third of these students. In order, these were:

	Rating A (%)	Rating B (%)	Rating A + B (%)
Reason 5	67	23	90
10	58	30	88
6	74	12	86
4	30	48	78
12	34	36	71
11	17	31	48
7	26	19	44
1	7	33	40
13	20	16	36

As with the previous group, the specialised nature of their subject and the means to promotion appeared to concern the accountancy students more than other considerations, although they acknowledged the motive of study for the sake of knowledge gained more widely (Reason 4), and were rather more pre-occupied with the concept of qualification as a general asset (Reason 10), than were the AIB group. In this case the possibility of a change of job also appeared, but it did not apply for a substantial proportion as compared with the other objectives.

c. The ACCS students.

For this group, the principle of qualification in itself was of first importance, their objectives being rated thus:

	Rating A (%)	Rating B (%)	Rating A + B (%)
Reason 10	58	30	88
5	53	29	82
6	64	13	77
4	26	50	76
12	30	36	66
7	44	20	64
13	27	20	47
2	21	26	46
1	11	34	45

Promotion in their current occupation was clearly a strong factor; but the concept of expertise appeared to underlie many of their responses (Reasons 10, 5, 12). They shared with the ACWA students a greater concern with study for the sake of greater knowledge (Reason 4), and with the possibility of a change of occupation, than the AIB group, but it is worth noting that this was the only set working for a professional qualification in which the opportunity, if not the necessity, of filling gaps in earlier education and training was rated as of importance by more than one-third.

d. The B.Sc.(Econ.) students.

Whereas the three professional groups attached most weight to the objectives of career and specialisation, the external degree students rated these lower than reasons connected with the enjoyment of study and increased knowledge. Their responses showed these as their major objectives:

	Rating A (%)	Rating B (%)	Rating A + B (%)
Reason 4	46	45	90
1	21	53	74
6	46	24	70
10	34	34	69
5	32	34	66
12	26	39	64
7	33	23	57
3	12	36	47
13	17	26	43
2	17	25	42

The low position of Reason 2 confirms an impression gained earlier, from the data on personal characteristics and early education, that many of these students are not now studying in order to make good use of opportunities which they previously missed (p.85), as we were inclined to think before our research was planned. But even if the career objectives take second place for this group they were nevertheless accorded a high level of importance and when they are examined with the response to Reason 10, it is clear that these students are very much concerned with professional advancement.

e. The 'A' level students.

Except for a general acknowledgement of their interest in study for its own sake and their awareness of the need to be well qualified, the overall response of these students was quite different from that of any other group. Their major objectives were:

	Rating A (%)	Rating B (%)	Rating A + B (%)
Reason 4	39	41	80
13	67	12	79
10	35	33	68
1	21	45	66
2	31	30	61
7	38	17	56
12	22	33	55
3	14	30	44
8	13	26	39
6	25	12	37

Probably the most remarkable feature here is the level of importance accorded to Reason 13. This not only confirms the use made by examining authorities of 'A' attainments as an avenue of entry to qualification, but gives some idea of the proportion of students in our population who see themselves as only at the beginning of complex programmes of work for advanced qualifications. In this context the response to Reasons 2 and 7 takes on a particular significance. Reason 6, concerned with a better job in one's present or former occupation, is still of considerable importance in this pattern of response, but for most of the students it is plainly not an immediate objective.

The data in Tables E.3a and b, regarding 'A' level subjects studied, are relevant at this point. Studied in conjunction with the coding scheme in Appendix C, they indicate that English is the subject for which most students enrol, Economics attracting the second greatest number. Thereafter History and British Constitution are the most popular subjects, followed by Pure Maths. The science subjects ranked much lower in this list, as one would expect in view of the limitations of correspondence study on practical work. Looking at the distribution of subjects between the sexes, there are approximately three times as many women studying English, French and Italian as there are men, and about twice as many women studying German, History and Biology: but without more information (as to age, for example), it is impossible to determine how far the choice of subject is related to career objectives on the one hand, or to personal inclination on the other.

This was in fact one of the only two groups in which more than one-third rated the better use of leisure as important; and it was the only group in which anything like a substantial proportion acknowledged Reason 8. It seems possible that these two responses largely represent the mature students, pursuing one or two general subjects in which they failed or did not sit during their full-time education, mainly for mental exercise and stimulation. But it is the obverse of this which is more telling for our purposes, allied with the absence of Reason 9 from any of the group lists in the preceding pages - namely, that whatever might be the objectives of individual respondents in preparing for their qualifications, only a very few are studying for these qualifications just for the fun of it. At the other end of the scale of objectives was Reason 10. From the data as a whole, the need to be well qualified takes first place for more of the students than any other reason specified. Some of the objectives achieved higher ratings, but they did not carry substantial weight in every group. The extent to which respondents were thus shown to be concerned about the competitiveness of the society in which they need to make their way seems likely to be a decisive factor in their progress.

Given that the career/promotion goals are of a high level of importance for the majority, either directly or indirectly, it will be for future research to show whether these alone will be sufficient incentive to the banking students, for example; or whether they need to be augmented by more generalised motivation - as indicated for the external degree and 'A' level students, in order to yield more sustained effort and better performance.

4. MEETING THE COST OF CORRESPONDENCE STUDY.

The percentages of students who obtained help from one source or another to finance their correspondence courses are given in Table E.12. Less than 12% received any help, and of these most obtained it from a local authority. Grants made varied between one-third and the full amount of the cost. For the most part students for the professional qualifications secured their grants from local authorities, the ACWA group being the most successful in this. Other resources, such as an employer or foundation, provided very little assistance. Whether help would have been more widely available had more students known how to set about applying for it is a matter of conjecture. So far we have no evidence about the effect of costs on the attitudes of students, but the fact remains that the great majority of them have to pay for their courses themselves. Data from the retrospective survey supplement our information about the last two points.

5. SUMMARY.

This, then, is the student profile. The data reviewed in this chapter have furnished some distinct impressions about the personal characteristics of the respondents, their previous study background and individual circumstances, their concern to find an effective method for current study programmes, and their evident dissatisfaction with the occupation or at least with the occupational status in which they were working when they decided on a course of study.

From the retrospective survey, the data from which are examined in the next chapter, we shall try to foresee the pattern of their progress and the extent of their achievement. But the need for a continuing study of the students described here is already established by the number and the kind of questions posed about them; about them in particular, and about correspondence and other part-time students in general.

Summary of responses to Question 11.

Item.	Reason.	Groups Concerned*
1	'Because you enjoy studying'	ACCS, ACWA, B.Sc., 'A'
2	'Because you want to make up for lacks in your schooling'	ACCS, B.Sc., 'A'
3	'Because you want to make a better use of leisure'	B.Sc., 'A'
4	'Because you are very interested in the subjects in the syllabus'	ACCS,AIB,ACWA,B.Sc.,'A'
5	'Because the knowledge gained from the course will help you to do your job better'	ACCS,AIB,ACWA,B.Sc.
6	'Because you want to get a better job in your present or former occupation'	ACCS,AIB,ACWA,B.Sc.,'A'
7	'Because you might want to get a job in a NEW occupation'	ACCS,ACWA,B.Sc.,'A'
8	'Because you want to see if you are capable of the self-discipline needed for a sustained course of study'	'A'
9	'Because your studies make a change from your normal occupation'	NONE
10	'Because with more people being educated to a high standard, it is important to be well-qualified'	ACCS,ACWA,AIB,B.Sc.,'A'
11	'Because your employer advised you to study for this qualification'	AIB, ACWA.
12	'Because you feel you need to be better informed about the subjects in the syllabus'	ACCS,AIB,ACWA,B.Sc.,'A'
13	' Because passing the examination would enable you to take a course of study leading to a higher qualification'	ACCS,AIB,ACWA,B.Sc.,'A'

* Groups in which not less than a third of the students rated the reason either A or B.

Chapter Nine

FINDINGS FROM THE RETROSPECTIVE SURVEY

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We must begin by repeating an important distinction between the enrolment and retrospective surveys. In the former, every member of the population was known to have enrolled for a correspondence course in a particular year: in the latter, participation was related to registration with one of the examining bodies. The retrospective students therefore included part-time oral and full-time students as well as students working only by correspondence, some of those in the first two categories having made use of correspondence courses in addition to their oral classes.

Even more significant is the question of response. We said on page 58 that students who discontinue their studies tend not to reply to questionnaires about those studies, and we would therefore expect that students in this category would be under-represented in the population responding to a retrospective survey. In the event, the proportion of respondents who said they had decided not to continue working for their chosen qualification was only 15%. For reasons to be explained later (pp.103 - 4), it may be appropriate to include in the 'discontinued' class many of the students who merely said they had interrupted their studies; but even if all of these were added (13%), the total of 28% is still so far below the level of wastage suggested by previous research and current opinion that any use of the data should make some allowance for bias towards the students who were successful in their studies. The unexpectedly high pass-rates for some of the qualification-groups (e.g. 95% of B.Sc.(Econ.) candidates for Part II), supports the necessity of making such allowance.

These circumstances combine to render any direct comparison between the two surveys meaningless. Indeed, the retrospective survey was not intended to provide such a comparison, but rather to assist the identification of problem areas in student performance, in readiness for the continuation study (see Chapter 7, p.65).

The relevant tables are R.1 - 38, in Appendix B. Table R.1c shows that of the 4,310 students to whom the questionnaire was sent, 2,090 submitted usable returns, constituting a response rate of 48.49%. (There were no G.C.E. 'A' level students in the population, for reasons explained in Chapter 7, p.65.). Both the moderate overall response rate and the assumed bias in favour of 'successful' students were expected, in view of the conditions imposed by the time restriction within which the survey had to be undertaken. The data nevertheless provide many guidelines for future study. An examination of the experience of relatively successful students is valuable in itself and, as is pointed out in the next section, even these relatively successful students were not very successful in terms of pass-rates.

1. WHAT HAD THE STUDENTS ACHIEVED SINCE 1963?

The situation of the students at the end of the survey period is summarised in Table R.2, and a detailed analysis of the progress they made is presented in Tables R.32a to 35b. The pass-rates extracted from this analysis were as follows:-

	Pass-list sample ('Second stage') %	Entry sample ('First stage') %
ACCS	61	84
AIB	47	74
ACWA	24	50
B.Sc.(Econ.)	95	75.

It must be re-emphasised that these rates take no account of students registered for these qualifications who did not answer the questionnaire and who are believed to include large proportions of dropouts. The above percentages are therefore likely to be much in excess of actual pass rates.

One of the implications of previous research (see Chapter Six, pp. 51-53), was that student dropout is greatest in the early stages of a course. This seems to be supported by our data, in that discontinuance rates are much higher in the entry sample than in the pass-list sample (see Table R.2). If it is true, one consequence could be that the entry sample pass rates quoted above are even more seriously over-estimated than those for the pass-list sample. This would in part account for the fact that, except for B.Sc.(Econ.) candidates, the pass-rates shown are higher for 'first stage' than 'second stage' students.

From a more representative return we would have expected the reverse situation, reflecting the reduced discontinuance rate associated with 'second stage' students. This is clearly another issue which may well be determined through follow-up enquiries with the students in the enrolment survey. It is at least evident that valid data about the examination achievement of part-time students cannot be collected retrospectively. Apart from the incidence of dropout, another factor bearing on the calculated pass-rates was the variation in response rates indicated in Table R. 1(c). The rate was particularly low for the ACCS pass-list sample (23%), and only among the AIB group were the rates sufficiently high to yield reasonably representative data (66% and 58% for the pass-list and entry samples respectively).

Purely for interest, and to correct the perspective, we may estimate minimum pass-rates over the four-year period for ACCS and B.Sc.(Econ.) students, (groups in which virtually 100% of the candidates were circularised), from the numbers of passes claimed by our respondents, and the total numbers of students known to be working for the first and second stages of these qualifications:-

ACCS Pass-list ('second stage') students $\frac{34}{183}$ = 19%

Entry ('first stage') students $\frac{157}{567}$ = 28%

B.Sc.(Econ.)

Pass-list ('second stage') students $\frac{72}{160}$ = 45%

Entry ('first stage') students $\frac{114}{461}$ = 25%

The actual pass-rates may well be a good deal higher than these rough estimates, since it is improbable that all the students who did not return questionnaires (particularly 77% of ACCS pass-list students) were unsuccessful in their studies.

Taking the data as a whole, the proportion of all the respondents (pass-list and entry samples combined), who were successful in their examinations was about 59%. Thus about four out of every ten students who were sufficiently motivated to reply were not able to complete half of the examinations for their qualification over a four-year period.

How did the performance of students using correspondence as their main method of study compare with that of students using the part-time method? The distribution of these students and the positions they reached (all qualifications combined), are shown in Table R.37. The performance of part-time students, though slightly better, differs little from that of correspondence students. The proportions who had passed the stage of their qualification for which they had been working were 24% of correspondence students, and 28% of those using the part-time method. As is shown in the next section, approximately equal proportions of students using one or other of these methods were involved in each stage.

One highly encouraging discovery from the data on examination successes was the proportion of students in the entry sample who successfully completed all parts of their qualifying examinations in the four-year period under review, and not merely the first stage specified for the purposes of our enquiry. About 16% of all respondents in the entry sample had achieved this, the rates for individual groups being:

AIB - 19%, ACCS - 16%, B.Sc. (Econ.) - 15%,
ACWA - 12%

(Tables R.2 and R.32b, 33b, 34b, 35b and 36).

Our data on exemptions (Table R.4), suggest that few students would have benefited from them.

2. THE METHODS OF STUDY USED BY THE STUDENTS.

It was pointed out in Chapters Three and Four that students are known frequently to use more than one method of study while working for their qualifications. From the data in our tables it is evident firstly, that at least three-quarters of the retrospective survey sample used more than one method; and secondly that the most popular combination was part-time oral instruction in association with correspondence. Table R.14 shows that among students using combined methods, the numbers using either correspondence or part-time oral instruction as their main method were about equal:

Pass-list sample (763 students): correspondence - 366
part-time oral - 300
other methods - 97

Entry sample (1,327 students): correspondence - 594
part-time oral - 540
other methods - 193

There were only five students in both samples working mainly by private tuition. The proportions using mainly full-time and unaided private study were about 6% each.

More detailed data are given in the series of tables R.5 - 9. Tables R.6 and 7 indicate that very few students used more than two methods in any one year, but that many changed at least one of their methods from time to time. This 'shift' in method is analysed in the series of tables R.8 and 9. Compared with other aspects, however, these are of secondary interest.

From Table R.5 it can be seen that among students who used one method only, the most commonly used method (in every qualification-group except AIB), was correspondence. This was a sole method for 19% of the pass-list sample and 24% of the entry sample. The proportions using part-time oral instruction as a sole method were 8% and 17% for the two samples respectively.

One other set of data which is relevant to this section concerns the submission of test material and exercises. Only 7% of the students were following self-tuition courses (Table R.21a), and were therefore not expected to submit work for marking. The use made of test papers and exercises by correspondence students who did submit them for marking was shown to have been limited except among students for external degrees (Table R.21b). More than 50% of the students had under-used this device, despite its importance in the framework of correspondence education. Reasons for this should be sought in future research, but a distinction needs to be drawn between the use by students of correspondence as their main study method and its use as a supplement to part-time oral study in which other marking provisions may be adequate for the students' needs, and may in fact be as much as the students can cope with.

This leads us to the students' own evaluation of their main study method.

3. STUDENTS' IMPRESSIONS OF THEIR STUDY METHODS.

a. Evaluation of main method of study.

In Question 7 we asked the students to consider eighteen statements about their main method of study, each of which concerned one of six elements which together encompassed virtually every aspect of the student's relationship with the institution providing his course: the lesson or lecture material; the exercise and test material; provisions for marking and feedback to the student; the lecturers or tutors; the scope for asking questions as problems arise; and the students' 'image' of the institution. The statements were evolved from comments made by students in our pilot survey (Appendix [illegible]), and do not apply to unaided private study. The proportions of full-time students were so small, and their responses so incomplete, that we decided to omit them from this analysis. As there were only five private tuition students in the sample these too were omitted; in consequence the analysis concerns only students whose main method was either correspondence or part-time oral study.

The response from students completing the questionnaire who used these two methods was extremely high: the numbers of students concerned, and those actually responding, were:

	ACCS		AIB		ACHA		B.Sc.(Econ.)	
	C*	P	C	P	C	P	C	P
Concerned	93	69	409	427	338	301	120	43
Responded	89	68	402	427	332	300	114	42

Disregarding the order in which the statements were presented to the students, a group arrangement is followed here for convenience in examining the data. Tables in the series R.15, 16, 17 and 18 provide detailed data by samples and by qualification-groups, but in general the two samples did not differ greatly, and largely because of greater numbers the entry sample data are more useful at this point. The data on responses as between degree and professional students are in Tables R.19a and b.

Group I - Statements about the content of lessons and lectures (1, 7, 16)

(1) 'The lessons or lectures keep up one's incentive to study'

The part-time method was much more successful than correspondence in this respect, but the professional students were less satisfied with either method than the degree students. AIB correspondence students in particular did not agree with this statement.

(7) 'The basic principles of the subjects are fully explained in the lessons or lectures'

The proportions agreeing with this were not less than 71%, except in the case of correspondence students for degrees (37%).

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* "C" = correspondence method; "P" = part-time oral instruction.

(1[illegible]) '[illegible] than the lectures'

The res[illegible] followed the same pattern as that for statement 7. The B.Sc.(Econ.) correspondence students who agreed amounted to 49%, against not less than 76% [illegible] other groups/method. On the other hand, correspondence [illegible] the highest individual 'agree' percentage - by ACCS students (93%).

From this group of statements, we gather that the correspondence degree students were on the whole less satisfied with course material than students working for professional qualifications. In general, however, correspondence lessons are felt to be as good as college lectures except in keeping up students' interest, their will to carry on studying.

Group II - statements about exercises and test material (5, 9, 11)

(5) 'How knowledge gained is thoroughly tested by the exercises given'

Correspondence was judged the more efficient method here, professional and degree students showing about the same percentages of agreement (61% and 59% respectively). Degree students receiving part-time instruction were particularly uncertain about this feature of their course, only 36% agreeing and 27% being undecided. AIB students using that method were the least convinced about it among professional students.

(9) 'Sufficient exam practice is gained through tests and exercises during the course'

74% of both professional and degree students using correspondence agreed with this: only 50% of professional and 36% of degree students using part-time oral did so.

(11) 'One cannot simply crib the answers to exercises from lesson notes and/or text books'

Neither study method secured very high 'agree' percentages on this point. They were strikingly low among professional students, where correspondence had the lowest rating (24%), 65% disagreeing with the statement. Degree students rated part-time lower than correspondence.

One of the main advantages of correspondence over other study methods is believed to lie in the quantity of exercises and test material available to students. The response to this group of statements tends to support this view, although it may be too easy just to regurgitate material rather than handle it creatively. In this respect, however, part-time oral study does not seem to be very much better, according to these responses.

Group III - statements about the students' perception of marking and feedback (3, [illegible], 15)

3) 'Exercises are usually marked and returned with little delay'

The level of agreement with this statement was uniformly not less than 75% for all groups and for both methods, but the correspondence method generally scored higher percentages than the other. This is an astonishing result, in view of the widespread belief that the time-lag in getting marked exercises back to the students is a major disadvantage of the correspondence method compared with oral study.

(8) 'The student is enabled to gauge his own progress'

The correspondence method attracted more support in this respect than part-time oral study, among both professional and degree students, but the levels of agreement were higher among the former. This is another remarkable result, since it is generally assumed that contact with other students and oral contact with a lecturer greatly facilitate the assessment of one's progress.

(15) 'Students are helped to catch up when they fall behind'

Large proportions of students using both methods disagreed with this statement. Among professional students, 62% using part-time oral, and 53% using correspondence, disagreed. There were wide variations between the professional groups working by correspondence, and here AIB and ACWA seemed much less satisfied than ACCS students. Uniformly low 'agree' percentages were recorded.

The claim of correspondence apologists that the method can deal with students on as individual a basis as can oral study is supported here, at least as far as the regular processes of marking and feedback are concerned. Where correspondence falls short - in helping stragglers - part-time oral study does so too. But see further Group VI below.

Group IV - Statements about tutors and lecturers (12, 14, 17)

(12) 'The lecturers or tutors quickly spot students' difficulties with their studies'

This statement was accorded little acceptance, the highest 'agree' percentage being 40% (part-time, B.Sc.(Econ.) and the lowest 18% (correspondence, professional). The ACWA correspondence students were particularly dissatisfied, but professional students by both methods disagreed with the statement to the extent of 43-46%.

(14) 'Comments on written work are full and explain faults clearly'

The students appeared to find little difference between the methods, correspondence being less acceptable, but neither outstandingly good. ACWA correspondence students showed a particularly low 'agree' percentage (29%).

(17) 'The tutors or lecturers take a personal interest in students' progress'

This was substantially accepted only among degree students using the part-time oral method (71%). Less than half of the professional students using that method agreed with the statement, and only about 11% of professional students using correspondence did so.

The work of correspondence tutors is rated disconcertingly low on these three criteria, although college lecturers, with all the advantages accruing from direct personal contact, are seen in little better light. As far as correspondence is concerned, these responses point clearly to the need for a study of correspondence tutors and the special problems and skills associated with their work. We may note that the students are much more satisfied with the procedural aspects of correspondence marking and feedback (Group III), than with the actual work of tutors.

Group V - Statements about students' queries (6, 10, 16)

(6) 'Students are encouraged to ask questions'

A high level of agreement was recorded by all students using the part-time oral method (80 - 90%), but only 20 - 25% of the correspondence students agreed with this statement, 44% of the professionals registering disagreement. There was a lot of variation between the professional groups for both methods, individual 'agree' percentages being particularly low for AIB and ACWA.

(10) 'There is always someone to turn to when in difficulties'

Students for professional qualifications by the part-time method agreed with this the most substantially (80%). Correspondence received only 14 - 16% support, the professional students positively disagreeing to the extent of 62%.

(16) 'Questions on tricky points are answered quickly and sensibly'

There was little difference between qualification groups about this: part-time oral instruction was much more acceptable (to 62 - 63%), than was the correspondence method (24 - 25%). Here again the 'agree' percentage for ACWA correspondence students was particularly low.

- This was the only group in which there was a substantial and consistent difference in favour of either method. Correspondence colleges may take account of students' special problems by trying to anticipate them in preparing course material, and by providing question slips, but it seems that correspondence students are much less confident of being able to turn to their tutors or colleges in times of difficulty or crisis than are part-time oral students. This may well have an important bearing on dropout and needs to be studied in detail in the next stage of the project.

Group VI - Statements about the students' perceptions of the institutions with which they studied (2, 4, 13)

(2) 'The institution I have studied with seems efficiently run'

In both methods and all groups this statement commanded a high level of agreement, the least enthusiastic students being the part-time degree group, of whom only 64% agreed with it. There was considerable variation between the professional groups using part-time study, however: only 70% of ACWA students agreed, against 86% of ACCS.

(4) 'One can obtain unbiased advice about things like choice of subjects or courses'

The level of agreement with this statement was fairly low, highest 'agree' percentage being 55% of part-time oral B.Sc.(Econ.) students. The low level of agreement covered correspondence students in all groups, although the level among AIB and ACWA students was much lower than it was among ACCS students. It was, however, notable that of all the eighteen statements this elicited the highest percentages of students who said it did not apply.

(13) 'I would say that the main interest of the institution is to promote education'

Degree students differed little between methods: 52% of the correspondence and 62% of the part-time students agreed. There was a much greater difference between methods among the professional groups: here only 39% of the correspondence but 82% of the part-time students agreed.

Only slightly more than half of the responses in this group put the respective institutions in a favourable light. Except on the ground of efficiency, the image of correspondence institutions held by these students does not seem very bright. Although it is generally claimed that correspondence students are less closely involved with their institutions and less affected by it as an administrative entity, the occasions of contact between them and their college as an administrative body probably have a more significant effect on their work than they do for students using methods other than correspondence.

One general observation may be offered here: although the professional groups are treated as a whole in the above analysis, it is worth noting that where the individual groups exhibit considerable variation in their responses, it is most commonly the ACCS group which shows the highest level of agreement with the statement. The question whether this indicates better-than-average provision for the secretarial students, and/or special problems among the banking and accountancy groups, may bear closely on their achievement as expressed through examination pass-rates.

b. Evaluation of brief comments on study methods generally

By contrast, the response of the students to Question 5 was surprisingly indecisive. Here they were invited to evaluate brief comments in respect of all the methods of study they had used, and not merely about their main method. Possibly because their field of assessment was greatly widened by this approach, or both. It required a considerable effort of recollection; the proportions of students responding positively to individual comments did not exceed 30% in most cases, and about 70% were undecided in their views. It would therefore be inappropriate to analyse the responses in the way we have done for Question 7. But it seems reasonable to outline the trends indicated by such data as are available (see Tables A.11, 12, and 13).

Here again full-time students were omitted from consideration in view of their lack of response to many items. Private tuition was also disregarded, but unaided private study was within the scope of some of the comments. Broadly the features of the correspondence method most valued by the sample were represented by: 1) Thorough; 7) Well planned, and 9) Convenient. Its disadvantages were: 2) Impersonal; 4) Expensive (but not thought to be so by many of the students); 14) Easy to slack; and 16) Lonely.

Part-time oral instruction was most acceptable for 3) Interest kept up; 5) Helpful marking; 11) Careful guidance; 15) Good teaching; 17) Difficulties cleared up. Its main shortcomings appeared to be 6) Work rushed; and 18) Hinders home duties.

There was little to choose between the two methods as to 8) Social sacrifices; 10) Tough; 12) Time consuming; and 13) Confidence inspiring.

In so far as unaided private study was concerned, so many features of that method depend entirely on the habits and attitudes of the individual student that there was inevitably great variation in the responses. Item 9) Convenient, was the only generally acknowledged comment in favour of the method, while the disadvantages most strongly indicated were 8) Social sacrifices, and 14) Easy to slack.

The data from Question 5 are therefore limited in their usefulness, and serve best as a supplement to the findings from Question 7. The general conclusions from this section can be stated thus:

Students' interest and incentive to keep on studying seem to be maintained better by part-time oral study than by correspondence, but in other respects the lectures or lessons are widely approved by students using either method.

Correspondence is more generally approved for the quality and quantity of exercise and test material.

Surprisingly, arrangements for the return of marked test material (widely approved under both methods), and for the self-assessment of individual student progress were more acceptable to correspondence than to part-time oral students.

Both methods seem strikingly unsuccessful in helping students to catch up when they fall behind.

Lecturers' and tutors' helpfulness and attitude towards individual students were not commended under either method, particularly not under correspondence. This needs to be studied further.

Part-time oral instruction seemed much more successful at providing a 'safety net' when students needed to ask questions on difficult points and get quick replies. The effect of this on dropout in correspondence courses should be investigated.

Both further education and correspondence colleges were seen as efficiently run, but in other respects correspondence colleges seemed to suffer from a relatively poor image.

4. THE STUDENTS WHO GAVE UP

The proportion of questionnaire respondents who said they had discontinued their studies was 15% (Table R.2), but as we have said at the beginning of this chapter that figure is almost certainly a gross underestimate of the extent of student dropout and wastage. Looking at the reasons acknowledged by the students for their discontinuance (in Table R.38), there are points of similarity with the attitude of those who said they had to 'interrupt' their studies (for a period of at least six months), which suggest that 'interruption' is frequently a preliminary to, or even a euphemism for, dropping out of studies altogether. The three most common reasons for interruption, in order, were:

1. The increasing demands of the students' job would have interfered too much with studies;
2. Studies interfered too much with domestic responsibilities;
3. The strain of combining study with work.

The four most common reasons for dropping out of studies, in order, were:

1. The strain of combining study with work;
2. Changed career plans, because of dissatisfaction with the job;
3. The increasing demands of the students' job would have interfered too much with studies;
4. Studies interfered too much with domestic responsibilities.

With one exception, therefore, the same reasons are most commonly given for both interruption and dropout, only the order of frequency being varied, and it may be that the difference between the two categories is largely a matter of degree.

It is particularly significant that the strain of combining study with work should be frankly recognised by both categories, bearing in mind that we are concerned here with part-time students in general and not only those whose main method of study was correspondence. In reviewing previous research (Chapter Six, p.56), it was inferred that most students who give up or fall behind do so for reasons which have more to do with studying part-time than specifically with studying by correspondence. The retrospective survey data in Table R.37 indicate that 127 (13%) of the 960 students in the sample whose main method of study was correspondence dropped out of their courses, while 77 (12%) of the 646 students using the part-time oral method did so. On the figures available for the calculation of these percentages we would not be justified in asserting that correspondence study is hardly more affected by drop-out than is part-time oral study, but this is clearly a possibility which should be tested in continuing research.

The validity of the reasons for interruption or discontinuance which were acknowledged in reply to question 20 is another aspect which needs more detailed study. There is obviously some overlap between interference with study by the demands of one's job, and strain in combining work with study, making it difficult to evaluate these reasons any more precisely at this stage. The effect of study in combination with domestic commitments is a little more amenable to assessment. Recalling the proportions of students in the enrolment survey whose choice of study method (correspondence), was largely determined by their domestic responsibilities ('very important': 6 - 17%), and comparing these with the incidence of dropped out students in the retrospective survey (under-estimated for the part-time student population in general), it seems probable that in practice domestic responsibilities are a more serious hindrance to study than the newly-enrolled students can foresee; and that when the weight of other deterrents is added to them they become a decisive factor.

The precise influence of these considerations on wastage, and of other, extrinsic factors on which we present some data in the next section, must be examined in the continuation study.

5. DATA ABOUT SHORT-TERM CIRCUMSTANCES OF THE STUDENTS

a. Type of accommodation

When they started on their first or second stage studies in 1963, more than 50% of the students were living with their parents (Table R.25a), and another 27% in houses they owned or rented. More than 80% of these two groups of students found their accommodation suitable for study (Table R.25b). Student accommodation is thus not likely to be a significant feature in conclusions about study and performance, at least not at the beginning of the study period, but see the next paragraph.

b. Major events and changes in the period of the survey

Many students said they moved house several times during the course of their studies. This made the data cumbersome to classify and tabulate. However, only a few changed their occupation, and about 10% got married. Some of the students had children during the period of their studies.

c. Meeting the cost of study.

Relatively few correspondence students said they had tried to obtain financial help to pay for their courses (Table R.22a), but most of these were successful (Table R.22b). The employer appeared to be the most usual provider of this help, with the local authority as the second source, (i.e. the reverse of the situation in the enrolment survey). Most of the grants, except in the case of the ACWA students, were unconditional (Table R.22c). Reasons why so few correspondence students apply for grants, and why more employers still do not give them, might well be investigated in further research.

d. Paid leave for study

Data collected in reply to question c are shown in Tables R.20a and b. It will be seen that paid leave was granted most frequently as day or half-day release, and that most of the students who received it were working for the AIB and ACWA qualifications. Nearly 40% of the students had been granted some form of leave.

6. DATA ON EXAMINATION ATTEMPTS

This is another matter whose bearing on wastage needs to be examined in detail when more complete data become available through the longitudinal study. Data from students about the numbers of their examination attempts (for both samples in the retrospective survey), are in Tables in the series R.32 to 35. The numbers of sittings differ considerably between one qualification and another*. AIB students show up to 20, ACWA up to 16, ACCS up to 6 and B.Sc.(Econ.) up to 4 sittings.

It is perhaps as well to remember in considering this section of data that whereas the degree examinations are divided into two parts, each of which must be passed in entirety, the professional examinations are more subdivided. Moreover the degree students may attempt their examinations only once a year. But it may be significant that the highest numbers of attempts, the longest periods of study and the lowest pass-rates are associated with AIB and ACWA. It is a matter for conjecture how far the continual grind of frequent attempts and fragmentary progress may be a cause as well as an effect of performance.

Particulars of students who did not sit for any of their examinations are given in Table R.31. Nearly 9% of the registered students had never taken an examination for their qualification. The differences between qualifications were very large: 30% of the degree students, and 1.75% of the AIB students, had not been examined. The proportion using mainly part-time oral study who had dropped out before sitting any examination was 2%, against 6% of students using mainly correspondence. Of the degree students, it must be said that most of the students constituting the unexamined 30% had studied only for periods up to two years: the proportion of them who had not taken an examination after more than two years was only 6%. Almost certainly, many students who had never taken an examination did not return the questionnaire.

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* See Chapter Five, pp.40 - 41, for a discussion of the examination structure for these qualifications.

7. THE GENERAL POPULATION

Personal and background data about the students who answered the retrospective questionnaire is of particular interest in so far as it helps to explain conclusions and impressions suggested by our other information about them; but for the reasons given at the beginning of this chapter we should not attempt any meaningful comparison with the students responding to the enrolment survey. References made in the following text to the enrolment students are intended to emphasise the distinction between the two sets of respondents rather than to identify significant points of resemblance.

a. Personal data

At first sight the students who answered the retrospective questionnaire appear to differ little in personal characteristics from their counterparts in the enrolment survey. From the data in Table R 26, it is evident that the banking students, though not quite as young as the 1967 correspondence entry, were nevertheless the youngest of the professional groups. The majority were between 20 and 30 years old, with the greatest concentration at age 21 to 24. Again there were greater proportions of ACWA and ACCS students aged over 30, and a more even distribution of ACCS students throughout the entire age range. The external degree students, in both 1963 and 1967, were a good deal older than the others - very few were under 25, and more than half were between 30 and 50.

On the other hand there were fewer married students in the retrospective survey. The ACWA proportion was 31% in the entry sample, as against 41% in 1967 (Table R 23a). Similarly there were fewer students with children living at home. From Table R 23b it appears that whereas 43% of the degree students and 23% of the accountancy students in the 1967 survey had children, the corresponding figures for 1963 were 39% and 16% respectively. There were also notably fewer women in the 1963 survey. The overall proportion was 5%: the 1963 proportion for B.Sc.(Econ.) was about 8%, while the 1967 figure was about 12% (Table R 26). These differences are relatively small, however, and may reflect the special benefits of correspondence study for those whose family commitments impose some limitation on attendance at oral classes. Up to this point at least, the students represented in our enrolment survey are basically the same kind of people as part-time students were in 1963.

The general pattern of the data regarding students' occupational status is also largely the same for both surveys, although there are some suggestive shifts within this (Table R 24a). To take one example, the proportion of ACCS students employed in education (i.e. teaching, as distinct from administrative and clerical work with a local education authority), was 4% in the enrolment survey, but is only 1% in the retrospective survey. Much more remarkable is the fact that the proportion of B.Sc.(Econ.) students employed in education was over 50% in 1963, compared with 35% in 1967. From this last observation the question arises whether the higher 1963 figure illustrates the kind of bias in our data mentioned at the beginning of this chapter, and is therefore evidence that B.Sc.(Econ.) candidates in the teaching profession achieve a higher success-rate than the same candidates in other occupations. This is the kind of possibility which might be investigated in following the progress of the 1967 entrants. If this is not the explanation, the difference between the two percentages may be either a consequence of recent improvements in specific provision for teacher-training, which could have reduced the number of external degree candidates formerly recruited from the educational category, or a further reflection of the fact that the 1967 students were mainly correspondence as distinct from part-time students.

b. Data on education and previous study attainments

Particulars of the full-time education of the students are given in Table R 27. As with the 1967 entry, the AIB students included about a quarter who continued full-time school or college attendance to the age of 18: a slightly larger proportion completed it at the age of 16, hardly any continuing to 19 years of age. Nearly half of the accountancy students had completed at 16 (more than in the enrolment groups), and only about 15% continued to 18. The ACCS students in 1963 contained higher proportions who continued full-time education to the ages of 19 and 20 than either of the other two professional student groups.

The performance of the professional students in G.C.E. is substantially the same for both surveys (Tables R28 and R29). Again the AIB students achieved the highest proportion with six or more 'O' levels, ACCS showing a preponderance of students with only one or two. At 'A' level also the AIB group did distinctly better than the other two groups. But as in the enrolment survey, the external degree students were outstanding in this aspect, despite differences between the entry and pass-list samples. Nearly 40% of the entry sample continued full-time education into their twenties. In the pass-list sample, only about 22% continued after the age of 18, and over 30% had completed by the age of 16. The 'A' level achievement of both samples in 1963 was markedly better than of students for the other three qualifications.

Details of advanced qualifications previously obtained by the students (Table R30), reveal differences of two kinds. First, there are differences unlikely to be associated with bias in our data, which seem to confirm a conclusion reached when we considered students' objectives in the last chapter, namely that most of the 1967 entrants thought it 'important to be well qualified'. For example, ACCS and ACWA students in the 1967 survey include higher proportions of graduates than in 1963. More of the 1967 external degree candidates already have a final professional qualification than either of the 1963 samples. In terms of numbers of previous qualifications, the record for 1967 is, on the whole, superior to that for 1963. One exception to this occurs with the banking students, their lower level of previous attainment in the 1967 entry almost certainly being due to the part this qualification plays in the career structure of the banking profession, and the effect of this on young people entering the profession straight from school.

Differences of another kind which may well be a product of bias seem to support the view that successful part-time study is closely associated with previous study achievement. For instance we see that the proportion of graduates to be found among the 1963 candidates for external degrees was 30% (in the pass-list sample), but 19% in the enrolment survey. The same group of students included 40% of certificated teachers in the retrospective survey, but 31% in the enrolment survey. Similarly students working for professional examinations in 1963 already possessed other professional qualifications to a greater extent than did those in 1967. (Compare entry sample, ACCS 1963 - 25%: ACCS 1967 - 11%).

At this point, therefore, we can say that while the two sets of students are similar in personal and social aspects, differences can be observed in educational experience and attainment. Notwithstanding the probability that these are due to imbalance in the data, or to the basic difference between the two sets, these differences suggest that throughout any continuing study of the enrolment students it will be necessary to trace the relation between previous study experience and subsequent performance.

Chapter Ten

CONCLUSIONS FROM OUR OWN AND PREVIOUS RESEARCH

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In this chapter we summarise the conclusions which are supported by the research described in this report, including the material treated in Chapters Three to Six. The final section sets out lines of future investigation as the basis for a continuation study on the enrolment sample.

CONCLUSIONS ABOUT CORRESPONDENCE STUDENTS

Student numbers and distribution

1. The numbers of home-study candidates using correspondence courses to prepare for advanced qualifications are very substantial: a conservative estimate of the current total is 75,000 students. This does not include students for G.C.E. examinations, which in themselves form a major area of correspondence study; at present there are about 11,000 preparing for 'A' level subjects alone. (p.38)

2. A far greater proportion of correspondence students are preparing for professional qualifications than for external degrees. Within the professional field, correspondence study is relatively little used in preparing for scientific qualifications. (p.38, pp.13-16 pp.24-25)

3. Nearly half of the students using correspondence study to prepare for one of the qualifications within our scope live in the South East region of England, and more than a quarter of them within the Greater London County boundary. This preponderance is coincident with areas of major economic opportunity in which there is also exceptionally good provision for part-time oral study. (p.80)

Choice of method of study

4. The students' decision to study by correspondence rather than by another method was not forced on them by the lack of available oral classes. Only about 40% of them live outside designated conurbations and other highly urbanised areas with a population less than 250,000. Making allowance for some degree of urbanisation in the areas of this group, the proportion who might experience difficulty in finding facilities for oral classes is likely to be substantially below 40%. (pp.77 80-81)

5. The decision to study by correspondence appears to be the outcome of positive expectations about features of the correspondence method. Other considerations such as the occupational and domestic circumstances of the students were secondary to this. (p.79)

Reasons for study

6. The importance of being well qualified was in itself the dominant factor in the students' decision to prepare for their chosen qualifications. The recreational aspect of study was the least important reason for it. While the fact of qualification was the dominant objective for all student groups, the following subsidiary reasons for study were associated with the individual qualifications: (pp.86-90)

Professional qualifications. Students for the three professional qualifications were mainly concerned to secure advancement in their jobs, in terms either of promotion or of expertise acquired, or both. For the accountancy and secretarial students, the intrinsic interest of their subjects and the desire for a change of occupation were additional reasons. Only the secretarial students felt it necessary to repair gaps left by their earlier education. (pp.86-88)

External degree of B.Sc.(Econ.). The external degree students appeared to be largely activated by the interest of their subjects and the pleasure they find in study. Important reasons were associated with advancement in their career, but not necessarily in their present occupation. Less than half were concerned to make good deficiencies in their previous education. (pp.88-89)

G.C.E. 'A' level. The great majority of the 'A' level students were studying with a view to taking higher qualifications later*. This fact, and the interest offered by their study programmes, were paramount incentives. Complementary but secondary were the need to make up for lacks in their previous education, and curiosity about their own ability to pursue a sustained course of study. (pp.89-90)

Paying for correspondence study

7. Nearly all the students are paying for their correspondence courses themselves. Where financial assistance is being given, the most usual source is a local authority, employers making a smaller contribution. There was no evidence that students generally regarded this as a deterrent to study. It is therefore assumed that they saw their expenditure as a worth-while personal investment. (pp.90, 102, 104-105)

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* For example a teaching qualification. (See Vol III, Appendix H.)

CONCLUSIONS ABOUT PART-TIME STUDENTS IN GENERAL

Performance

8. Even from a success-biased sample, it appeared that only six out of ten students for advanced qualifications were able to complete half of their total course successfully over a four-year period; in the same sample and over the same period the proportion who completed the whole course was 16%. (p.95)

Dropout and wastage

9. The incidence of dropout appears to be highest in the early stages of a course. This supports the findings of previous research. (pp.94, 51-54)

10. The reasons students give for dropping out tend to be of the same kind in correspondence as in part-time oral study, i.e. they relate to the difficulties of studying part-time rather than to features of the particular method. This, too, supports previous research. (p.103)

11. The reasons for dropout most commonly acknowledged by the students are the same as for protracted interruption of studies. (p.103)

CONCLUSIONS ABOUT METHODS OF STUDY

12. Nearly all part-time students for the advanced qualifications within our scope made use of oral instruction and/or correspondence as a method of preparation, the proportions of them who were studying unaided being apparently very small indeed, and the numbers making use of private tuition negligible. (pp.95-96)

13. In a success-biased return about three-quarters of the students combined correspondence study with oral instruction. (p.96) In a more representative group (the enrolment survey), the proportion of correspondence students who planned at the outset to combine these two methods was about 16%. (Table E.11)

14. Data based on a moderate response showed little difference in examination performance and the incidence of dropout between students whose main study method was correspondence and those who were following mainly a part-time oral course. (pp.95, 103-104)

15. Evaluation of correspondence and part-time oral tuition which was undertaken by students with experience in the particular method indicated that: (pp.97-103)

    a. The basic course material provided by both correspondence and further education colleges is widely acceptable, but oral tuition is the more successful in maintaining the students' interest and incentive.

b. Correspondence courses provide more effective exercise and test material than part-time oral courses.

c. Both types of institution are quick and efficient in carrying out procedures for returning marked work to students, although the correspondence colleges are the better of the two in this respect.

d. The correspondence method is more helpful to students attempting to assess their own progress.

e. Oral instruction is much preferred to the correspondence method for the quality and speed of its response to students' individual problems and questions.

f. Both types of college are considered administratively efficient, but the correspondence student's image of his college is otherwise unimpressive.

g. The attitudes of lecturers and tutors appear to fall far short of the needs of students using either method, but particularly of those using correspondence.

h. Both methods are widely considered unhelpful when students fall behind.

CONCLUSIONS ABOUT PARTICULAR GROUPS OF STUDENTS

16. The external degree students. Although these are few in number, the academic level of their study programme justifies particularisation. It is notable that: (pp.77, 84, 88)

a. They are the only qualification group whose use of the correspondence method was substantially a consequence of the lack of oral provision.

b. Nearly all of them already hold advanced qualifications.

c. Their evaluation of study objectives indicated that they are more likely to be seeking another advanced qualification than making use of opportunities for education which they have previously missed.

17. The banking and accountancy students. On the evidence provided by their own evaluation of study methods, their examination performance in comparison with the degree and secretarial students, their concern with subject specialisation and the data on examination attempts, these students appear to have special needs and problems. (pp.97-103, 94, 86-87)

GENERAL OBSERVATIONS

18. On the whole, examining bodies and professional associations under whose aegis the students are preparing for qualifications show little, if any, practical concern with the (p.43)

manner and efficacy of preparation and tuition.

19. Routinely-collected and uniform statistics of correspondence students are almost completely lacking from any source. (pp.37-38, 43)

20. An overall impression from our research is that students exhibit something in the nature of addiction to the habit of study for advanced qualifications. If this is a valid observation, the effect is presumably related in some way to positive achievement.

PROPOSALS FOR FUTURE RESEARCH

21. Given a sample of students as comprehensive and heterogeneous as that identified by the enrolment survey, the scope for enquiry and experiment is so wide, and the initial data so suggestive, that definitive lines for a continuing study of the field need be limited only by the time and resources available. At this stage the following lines of enquiry seem to merit inclusion:

I. Detailed observation of the progress of students within the five qualification groups, with special reference to examination performance, number of examination attempts, incidence of dropout/wastage/interruption, etc., in the light of:

a. Personal and social circumstances, for example:

- i. Age, sex, marital status;
- ii. Basic education;
- iii. Major social events during study;
- iv. Domestic responsibilities;
- v. Type of accommodation;
- vi. Financial assistance with cost of study.

b. Their previous experience of study for advanced qualifications.

c. Their objectives in studying, as initially acknowledged, and as subsequently evaluated.

d. Their use of the study methods available to them, singly and in combination: initial intentions: ultimate usage.

II. Aspects of correspondence study likely to have a significant bearing on progress.

a. Methods of issuing course material to students;

b. Proportion of work submitted for marking and comment;

c. Role, responsibilities and problems of tutors;

d. The method as an adjunct to on-the-job training;

e. Oral courses as an optional supplement to postal tuition: provision, effectiveness and student support;

f. The college as an administrative entity: involvement;

g. Student evaluation of features and aspects.

III. Detailed study on dropout/wastage, supplementary to I. above.

a. Analysis of factors underlying acknowledged reasons;

b. Possible relation of interruption of studies to pattern of dropout;

c. Methods of reducing incidence, and possible action research to prevent interruptors from becoming dropouts.

IV. Geographical distribution of provision for part-time study.

a. Comparison of performance and needs of students in

(i) conurbations,

(ii) other areas;

b. Usage of existing provision;

c. Special needs of students in 'other areas', particularly B.Sc.(Econ.) students.

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STUDY BY CORRESPONDENCE

Report of a research project
carried out under the direction
of Professor E. G. Wedell

by

R. Glatter

and

S. Subramanian

Volume II

APPENDICES A to E
(inclusive)

Department of Adult Education
University of Manchester

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An enquiry into correspondence study
for examinations for degrees
and other advanced qualifications,
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Department of Adult Education
University of Manchester.

Appendix A

STATISTICS DERIVING FROM THE ENROLMENT SURVEY

Table: E.1

DISTRIBUTION OF QUESTIONNAIRES SENT AND RECEIVED X QUALIFICATIONS

Category	G.C.E. 'A' Level	ACCS	AIB	ACWA	B.Sc. (Econ.)	Total
Questionnaires sent	11,260	675	4,645	2,790	675	20,045
Usable questionnaires received	7,135	331	2,652	1,466	493	12,077
Questionnaires received as % of questionnaires sent	63.37	49.04	57.09	52.55	73.04	60.25

Note: 1,227 questionnaires were rejected as unusable, e.g. because they were from students living outside the area of the survey, or who were in fact re-enrolling.

Table: E.2

PERCENTAGE DISTRIBUTION OF NUMBER OF SUBJECTS ENROLLED FOR G.C.E. 'A' LEVEL.

Number of subjects in G.C.E. 'A' level	Numbers enrolled (per cent)		
	Male	Female	Total
1	30.36 (2,166)	29.26 (2,088)	59.62 (4,254)
2	11.59 (1,398)	9.32 (665)	28.91 (2,063)
3	6.55 (467)	1.78 (127)	8.33 (594)
4	0.87 (62)	0.20 (14)	1.07 (76)
5 and more	0.31 (22)	0.06 (4)	0.36 (26)
Rejects	0.14 (10)	1.57 (112)	1.71 (122)
TOTAL	57.81 (4,125)	42.19 (3,010)	100.00 (7,135)

Note: Figures in brackets indicate the actual numbers involved.

Table E.3(a)

DISTRIBUTION OF STUDENTS ENROLLED FOR 48 G.C.E. 'A' LEVEL SUBJECTS.

Subject* Code No.	No. of Students	Subject Code No.	No. of Students
1	47	25	101
2	5	26	-
3	51	27	34
4	2	28	81
5	270	29	51
6	134	30	308
7	39	31	757
8	830	32	5
9	249	33	176
10	-	34	373
11	-	35	4
12	-	36	8
13	1,152	37	6
14	510	38	3
15	2,182	39	447
16	2	40	1
17	401	41	27
18	701	42	67
19	35	43	51
20	120	44	1
21	11	45	8
22	-	46	51
23	1	47	88
24	1,126	48	123

* See Appendix C for coding system

Table E.3(b)

PERCENTAGE DISTRIBUTION OF STUDENTS WHO ENROLLED FOR ONE SUBJECT ONLY X SEX.

Subject* Code No.	Male	Female	Subject Code No.	Male	Female
1	0.60 (13)	0.14 (3)	25	1.20 (26)	0.91 (19)
2	-	-	26	-	-
3	0.88 (19)	0.77 (16)	27	0.23 (5)	0.91 (19)
4	0.05 (1)	-	28	0.51 (11)	0.38 (8)
5	3.23 (70)	4.31 (90)	29	0.51 (11)	0.10 (2)
6	0.83 (18)	1.68 (35)	30	3.69 (80)	1.72 (36)
7	0.18 (4)	0.14 (3)	31	9.00 (195)	3.98 (83)
8	6.33 (137)	2.54 (53)	32	-	0.05 (1)
9	1.99 (43)	0.77 (16)	33	4.39 (95)	1.01 (21)
10	-	-	34	2.40 (52)	0.42 (9)
11	-	-	35	0.14 (3)	-
12	-	-	36	0.14 (3)	-
13	13.07 (283)	3.64 (76)	37	-	0.05 (1)
14	3.55 (77)	2.83 (59)	38	-	-
15	15.51 (336)	45.07 (941)	39	3.28 (71)	0.72 (15)
16	0.05 (1)	-	40	-	-
17	2.54 (55)	7.47 (156)	41	0.52 (22)	-
18	7.76 (168)	4.79 (100)	42	1.85 (40)	-
19	0.97 (21)	0.14 (3)	43	1.20 (26)	0.19 (4)
20	1.11 (24)	1.96 (41)	44	0.05 (1)	-
21	0.05 (1)	0.24 (5)	45	-	-
22	-	-	46	0.52 (22)	0.10 (2)
23	0.05 (1)	-	47	1.39 (30)	0.42 (9)
24	7.62 (165)	12.12 (253)	48	1.66 (36)	0.42 (9)
			TOTAL	100.00 (2,166)	100.00 (2,088)

* See Appendix C for coding system

Table E.3(c)

DISTRIBUTION OF STUDENTS WHO TOOK TWO SUBJECTS IN G.C.E. 'A' LEVEL X SEX.

Subject* Code No.	Male		Female	
	1st Subject	2nd Subject	1st Subject	2nd Subject
1	14	5	3	1
2	-	-	-	-
3	5	1	3	1
4	-	-	-	-
5	14	24	19	25
6	13	8	5	9
7	8	1	3	2
8	153	146	52	35
9	47	27	16	9
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
13	240	153	53	42
14	39	97	12	59
15	200	84	267	80
16	-	1	-	-
17	24	22	33	45
18	94	129	35	74
19	2	5	2	1
20	7	8	9	11
21	2	1	-	-
22	-	-	-	-
23	-	-	-	-
24	101	186	70	183

* See Appendix C for coding system

Table E.3(c) continued.

Subject Code No.	Male 1st Subject	Male 2nd Subject	Female 1st Subject	Female 2nd Subject
25	11	18	3	13
26	-	-	-	-
27	-	2	2	3
28	10	13	6	5
29	3	14	1	3
30	67	31	9	3
31	209	61	38	11
32	-	2	-	-
33	31	11	3	3
34	33	140	1	29
35	-	1	-	-
36	-	-	-	-
37	1	1	-	-
38	-	-	-	-
39	48	122	11	8
40	-	-	-	-
41	1	2	-	2
42	3	7	5	6
43	2	6	-	5
44	-	-	-	-
45	-	5	-	1
46	3	14	-	-
47	4	16	2	8
48	9	33	2	8
Total number of students	1,398	1,398	665	665

Table E.4(a)

PERCENTAGE DISTRIBUTION OF EXEMPTIONS IN PART/S FOR A.C.C.S.

Category	Inter	Inter & Part I	Inter & Parts I & II	Inter & Part II	Total exempted	No exemption	GRAND TOTAL
Percentage and numbers involved	30.51 (101)	9.06 (30)	2.42 (8)	2.12 (7)	44.11 (146)	55.89 (185)	100.00 (331)

Table E.4(b)

PERCENTAGE DISTRIBUTION OF EXEMPTION IN PART I FOR A.I.F.

Category	Part I	No exemption	TOTAL
Percentage and numbers involved	15.50 (411)	84.50 (2,241)	100.00 (2,652)

Table E.4(c)

PERCENTAGE DISTRIBUTION OF EXEMPTIONS IN PART/S FOR A.C.W.A.

Category	Part I	Part II	Parts I & II	Parts I & III	Parts I,II & III	Parts I,II & IV	Parts I,II,III & IV	Parts I,II,III & V	Total exempted	No exemption	GRAND TOTAL
Percentage and numbers ... involved.	15.89 (233)	2.46 (36)	9.62 (141)	0.27 (4)	2.93 (43)	0.75 (11)	3.48 (51)	0.14 (2)	35.54 (521)	64.46 (945)	100.00 (1,466)

Note: Figures in brackets indicate actual numbers involved.

Table E.5

REGIONAL PERCENTAGE DISTRIBUTION OF

STUDENTS X QUALIFICATIONS

Region	Code*	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc.(Econ)	G.C.E. 'A' Level	All Qual'ns combined
Northern	1	1.51 (5)	1.32 (35)	1.23 (18)	1.62 (8)	0.93 (66)	1.09 (132)
	2	0.30 (1)	0.60 (16)	0.41 (6)	0.41 (2)	0.29 (21)	0.38 (46)
	3	1.81 (6)	2.75 (73)	3.07 (45)	3.25 (16)	2.47 (176)	2.62 (316)
Total		3.63 (12)	4.68 (124)	4.71 (69)	5.27 (26)	3.69 (263)	4.09 (494)
Yorkshire and Humberside	4	4.53 (15)	2.56 (68)	2.73 (40)	1.42 (7)	2.23 (159)	2.39 (289)
	5	3.32 (11)	1.21 (32)	1.36 (20)	1.62 (8)	0.97 (69)	1.16 (140)
	6	1.51 (5)	0.53 (14)	0.55 (8)	1.22 (6)	0.52 (37)	0.58 (70)
	7	0.30 (1)	0.15 (4)	0.14 (2)	-	0.18 (13)	0.17 (20)
	8	1.51 (5)	2.64 (70)	2.59 (38)	2.23 (11)	1.67 (119)	2.01 (243)
Total		11.18 (37)	7.09 (188)	7.37 (108)	6.49 (32)	5.56 (397)	6.31 (762)
North Western	9	3.32 (11)	4.26 (113)	4.16 (61)	4.67 (23)	3.71 (265)	3.92 (473)
	10	0.91 (3)	1.32 (35)	2.46 (36)	2.03 (10)	1.70 (121)	1.70 (205)
	11	0.91 (3)	0.49 (13)	0.55 (8)	0.20 (1)	0.21 (15)	0.33 (40)
	12	0.91 (3)	0.45 (12)	0.21 (3)	0.20 (1)	0.38 (27)	0.35 (46)
	13	2.72 (9)	3.36 (89)	5.32 (78)	3.65 (18)	3.14 (224)	3.46 (418)
Total		8.76 (29)	9.88 (262)	12.69 (186)	10.75 (53)	9.14 (652)	9.79 (1,182)
East Midlands	14	0.60 (2)	0.45 (12)	0.82 (12)	1.01 (5)	0.46 (33)	0.53 (64)
	15	-	0.68 (18)	0.55 (8)	0.20 (1)	0.65 (46)	0.60 (73)
	16	3.93 (13)	4.49 (119)	5.53 (81)	5.07 (25)	3.06 (218)	3.78 (456)
Total		4.53 (15)	5.62 (149)	6.89 (101)	6.29 (31)	4.16 (297)	4.91 (593)

* See Appendix C for coding system

Table E.5 continued.

Region	Code	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc.(Econ)	G.C.E.'A' Level	All qual'ns combined
West Midlands	17	3.32 (11)	3.05 (81)	4.84 (71)	3.25 (16)	2.64 (188)	3.04 (367)
	18	1.21 (4)	0.23 (6)	0.55 (8)	1.22 (6)	0.51 (36)	0.50 (60)
	19	-	0.34 (9)	0.41 (6)	0.41 (2)	0.32 (23)	0.33 (40)
	20	3.02 (10)	2.94 (78)	3.55 (52)	3.85 (19)	3.10 (221)	3.15 (380)
Total		7.55 (25)	6.56 (174)	9.35 (137)	8.72 (43)	6.56 (468)	7.01 (847)
East Anglia	21	0.60 (2)	2.60 (69)	1.84 (27)	1.83 (9)	2.23 (159)	2.20 (266)
South East	22	35.35 (117)	22.25 (590)	22.37 (328)	23.12 (114)	27.05 (1,930)	25.50 (3,079)
	23	7.25 (24)	11.31 (300)	9.67 (142)	11.97 (59)	11.45 (817)	11.11 (1,342)
	24	0.60 (2)	0.60 (16)	0.89 (13)	0.81 (4)	0.63 (45)	0.66 (80)
	25	-	0.30 (8)	0.27 (4)	0.61 (3)	0.53 (38)	0.44 (53)
	26	0.91 (3)	0.75 (20)	0.14 (2)	0.20 (1)	0.59 (42)	0.56 (68)
	27	5.14 (17)	11.95 (317)	7.16 (105)	8.52 (42)	11.44 (816)	10.74 (1,297)
Total		49.25 (163)	47.17 (1,251)	40.52 (594)	45.23 (223)	51.69 (3,688)	49.01 (5,919)
South Western	28	0.91 (3)	1.24 (33)	1.57 (23)	0.61 (3)	1.16 (83)	1.20 (145)
	29	2.72 (9)	7.05 (187)	2.73 (40)	3.65 (18)	5.31 (379)	5.24 (633)
Total		3.63 (12)	8.30 (220)	4.30 (63)	4.26 (21)	6.48 (462)	6.44 (778)

Table R.5 continued

Region	Code	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc.(Econ)	G.C.E.'A' Level	All qual'ns combined
Wales	30	0.91 (3)	0.60 (16)	0.68 (10)	0.20 (1)	0.76 (54)	0.70 (84)
	31	0.30 (1)	0.87 (23)	0.34 (5)	0.81 (4)	0.63 (45)	0.65 (78)
	32	1.81 (6)	3.13 (83)	2.80 (41)	4.06 (20)	3.49 (249)	3.30 (399)
Total		3.02 (10)	4.60 (122)	3.82 (56)	5.07 (25)	4.88 (348)	4.65 (561)
Scotland	33	1.21 (4)	0.08 (2)	1.77 (26)	2.64 (13)	0.74 (53)	0.81 (98)
	34	1.51 (5)	0.04 (1)	0.96 (14)	0.61 (3)	0.58 (41)	0.53 (64)
	35	1.81 (6)	0.11 (3)	4.30 (63)	2.43 (12)	2.51 (179)	2.18 (263)
Total		4.53 (15)	0.23 (6)	7.03 (103)	5.68 (28)	3.83 (273)	3.52 (425)
Rejects or nils		3.32 (11)	3.28 (87)	1.50 (22)	0.41 (2)	1.79 (128)	2.07 (250)
TOTAL		100.00 (331)	100.00 (2,652)	100.00 (1,466)	100.00 (493)	100.00 (7,135)	100.00 (12,077)

Figures in brackets indicate actual numbers involved.

SUMMARY OF TABLE E.5

SHOWING DISTRIBUTION OF STUDENTS BY CONURBATIONS, ETC

Category	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc.(Econ)	G.C.E.'A'	All qual'ns combined
Conurbations	57.40 (190)	46.15 (1,224)	49.25 (722)	50.71 (250)	50.44 (3,599)	49.56 (5,985)
Minor conurbations	14.20 (47)	9.54 (253)	10.37 (152)	10.35 (51)	9.37 (668)	9.70 (1,171)
Remainders	25.08 (83)	41.03 (1,088)	38.88 (570)	38.54 (190)	38.40 (2,740)	38.68 (4,671)
No information	3.32 (11)	3.28 (87)	1.50 (22)	0.41 (2)	1.79 (128)	2.07 (250)
TOTAL (percentage rounded off)	100.00 (331)	100.00 (2,625)	100.00 (1,466)	100.00 (493)	100.00 (7,135)	100.00 (12,077)

Note: Conurbations - code 1,4,9,10,17,22,23,33

Minor conurbations - code 2,5,6,7,11,12,14,15,18,19,24,25,26,28,30,31,34

Remainders - code 3,8,13,16,20,21,27,29,32,35

Table E.6

PERCENTAGE DISTRIBUTION OF NUMBER OF STUDENTS WITH CHILDREN LIVING AT HOME x COURSE

Course	Number of children						No children	GRAND TOTAL Percentage rounded off
	1	2	3	4	5	Total with children		
G.C.E. 'A' Level	9.22 (658)	8.76 (625)	4.23 (302)	1.37 (98)	0.90 (64)	24.48 (1,747)	75.52 (5,388)	100.00 (7,135)
A.C.C.S.	12.08 (40)	14.80 (49)	5.14 (17)	2.42 (8)	1.21 (4)	35.65 (118)	64.35 (213)	100.00 (331)
A.I.B.	4.71 (125)	3.24 (86)	1.28 (34)	0.15 (4)	0.26 (7)	9.65 (256)	90.35 (2,396)	100.00 (2,652)
A.C.W.A.	11.12 (163)	8.39 (123)	2.73 (40)	0.75 (11)	0.48 (7)	23.47 (344)	76.53 (1,122)	100.00 (1,466)
B.Sc.(Econ)	16.23 (80)	18.26 (90)	6.29 (31)	2.23 (11)	0.41 (2)	43.41 (214)	56.59 (279)	100.00 (493)

Note: Figures in brackets indicate actual numbers involved.

Table E.7

PERCENTAGE DISTRIBUTION OF OCCUPATIONAL STATUS x COURSE

Course	No data	Un-employed	Dis-abled	Retired	Student	House-wife	Employed	TOTAL % rounded off
G.C.E 'A' Level	1.82 (130)	2.34 (167)	0.20 (14)	0.67 (48)	14.83 (1,058)	11.63 (830)	68.51 (4,888)	100.00 (7,135)
A.C.C.S.	0.60 (2)	2.42 (8)	-	-	9.67 (32)	1.51 (5)	85.80 (284)	100.00 (331)
A.I.B.	0.53 (14)	0.23 (6)	0.04 (1)	0.04 (1)	0.38 (10)	0.11 (3)	98.68 (2,617)	100.00 (2,652)
A.C.W.A.	0.68 (10)	0.89 (13)	0.07 (1)	0.07 (1)	3.82 (56)	0.07 (1)	94.41 (1,384)	100.00 (1,466)
B.Sc. (Econ)	0.81 (4)	1.22 (6)	0.20 (1)	-	6.29 (31)	3.25 (16)	88.24 (435)	100.00 (493)

Note: Figures in brackets indicate actual numbers involved.

Table E.7(a)

PERCENTAGE DISTRIBUTION OF STUDENTS IN

INDUSTRIAL CLASSIFICATION* X COURSE.

Qualification	No Data**	1	2	3	4	5	6	7	8	9	10	11	12	Total % rounded off
A.C.C.S.	14.50 (48)	18.43 (61)	6.65 (22)	0.60 (2)	26.89 (89)	9.06 (30)	4.23 (14)	10.00 (33)	1.51 (5)	-	1.51 (5)	2.72 (9)	3.93 (13)	100.00 (331)
A.I.B.	0.91 (24)	0.19 (5)	0.60 (16)	0.10 (2)	0.23 (6)	0.11 (3)	0.10 (2)	97.66 (2,590)	0.10 (2)	-	0.04 (1)	-	0.04 (1)	100.00 (2,652)
A.C.W.A.	5.25 (77)	4.57 (67)	0.34 (5)	0.95 (14)	65.69 (963)	10.64 (156)	0.68 (10)	3.68 (54)	0.34 (5)	-	3.89 (57)	1.23 (18)	2.73 (40)	100.00 (1,466)
B.Sc.(Econ.)	11.77 (58)	14.00 (69)	1.01 (5)	0.20 (1)	16.84 (83)	4.67 (23)	35.09 (173)	9.33 (46)	1.22 (6)	0.61 (3)	3.45 (17)	1.01 (5)	0.81 (4)	100.00 (493)
G.C.E. 'A' level.	31.02 (2,213)	12.22 (872)	5.12 (365)	0.76 (54)	13.67 (975)	6.35 (453)	12.49 (891)	7.12 (508)	1.40 (100)	0.55 (39)	5.33 (380)	1.74 (124)	2.26 (161)	100.00 (7,135)
T O T A L	20.04 (2,420)	8.89 (1,074)	3.42 (413)	0.61 (73)	17.52 (2,116)	5.51 (665)	9.03 (1,090)	26.75 (3,231)	0.98 (118)	0.35 (42)	3.81 (460)	1.29 (156)	1.81 (219)	100.00 (12,077)

* See Appendix C for coding system

** This includes students who are studying full-time, housewives, retired, disabled and unemployed people and those who gave no information.

Note: Figures in brackets indicate actual numbers involved.

Table E.8

AGE AT COMPLETION OF FULL-TIME EDUCATION X QUALIFICATION

Qualification	Age at completion of full-time education										No information + rejects	Total
	14	15	16	17	18	19	20	21	22	23		
A.C.C.S.	3.02 (10)	14.20 (47)	24.77 (82)	15.41 (51)	12.09 (40)	4.53 (15)	3.93 (13)	4.53 (15)	3.32 (11)	6.34 (21)	7.86 (26)	100.00 (331)
A.I.B.	0.64 (17)	2.79 (74)	27.07 (718)	26.40 (700)	27.56 (731)	8.30 (220)	1.58 (42)	1.62 (43)	1.47 (39)	0.72 (19)	1.85 (49)	100.00 (2,652)
A.C.I.A.	1.98 (29)	7.57 (111)	27.63 (405)	20.74 (304)	14.66 (215)	4.64 (68)	3.34 (49)	5.53 (81)	4.78 (70)	5.87 (86)	3.27 (48)	100.00 (1,466)
B.Sc.(Econ.)	5.27 (26)	4.87 (24)	16.23 (80)	10.35 (51)	12.37 (61)	4.67 (23)	3.25 (16)	11.16 (55)	10.95 (54)	9.53 (47)	11.36 (56)	100.00 (493)
G.C.E. 'A' level	3.10 (221)	8.77 (626)	24.49 (1,747)	19.38 (1,383)	16.71 (1,192)	4.99 (356)	2.92 (208)	2.87 (205)	1.77 (126)	1.75 (125)	13.26 (946)	100.00 (7,135)
T O T A L	2.51 (303)	7.30 (882)	25.11 (3,032)	20.61 (2,489)	18.54 (2,239)	5.65 (682)	2.72 (328)	3.30 (399)	2.48 (300)	2.47 (298)	9.32 (1,125)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table **E.**9(a) NUMBER OF G.C.E. 'O' LEVELS TAKEN DURING FULL-TIME STUDY X QUALIFICATION

Qualification	Number of G.C.E. 'O' levels taken during full-time study									Total percentage rounded off
	1	2	3	4	5	6	7	8	No information	
A.C.C.S.	4.53 (15)	5.44 (18)	5.44 (18)	10.57 (35)	11.78 (39)	12.39 (41)	10.57 (35)	11.78 (39)	27.49 (91)	100.00 (331)
A.I.B.	1.58 (42)	2.49 (66)	5.32 (141)	12.37 (328)	17.53 (465)	19.12 (507)	15.20 (403)	20.81 (552)	5.58 (148)	100.00 (2,652)
A.C.W.A.	2.05 (30)	3.75 (55)	3.62 (53)	7.30 (107)	18.55 (272)	17.60 (258)	13.98 (205)	17.26 (253)	15.89 (233)	100.00 (1,466)
B.Sc.(Econ.)	3.25 (16)	3.45 (17)	3.45 (17)	3.65 (18)	14.00 (69)	14.60 (72)	15.82 (78)	31.85 (157)	9.94 (49)	100.00 (493)
G.C.E. 'A' level	3.48 (248)	4.91 (350)	6.45 (460)	9.15 (653)	15.42 (1,100)	15.67 (1,118)	13.58 (969)	19.57 (1,396)	11.79 (841)	100.00 (7,135)
T O T A L	2.91 (351)	4.19 (506)	5.71 (689)	9.45 (1,141)	16.11 (1,945)	16.53 (1,996)	13.99 (1,690)	19.85 (2,397)	11.28 (1,362)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table E.9(b) NUMBER OF G.C.E. 'A' LEVELS TAKEN DURING FULL-TIME STUDY X QUALIFICATION.

Qualification	Number of G.C.E. 'A' levels taken during full-time study						Total percentage rounded off
	1	2	3	4	5	No information	
A.S.C.S.	7.25 (24)	6.95 (23)	6.65 (22)	2.12 (7)	1.81 (6)	75.23 (249)	100.00 (331)
A.I.B.	9.62 (255)	11.84 (314)	8.90 (236)	1.62 (43)	1.32 (35)	66.70 (1,769)	100.00 (2,652)
A.C.W.A.	7.57 (111)	9.07 (133)	10.44 (153)	4.57 (67)	2.73 (40)	65.62 (962)	100.00 (1,466)
B.Sc.(Econ.)	5.07 (25)	17.44 (86)	39.35 (194)	10.35 (51)	4.87 (24)	22.92 (113)	100.00 (493)
G.C.E. 'A' Level	13.16 (939)	7.29 (533)	4.47 (319)	1.25 (89)	0.51 (36)	73.15 (5,219)	100.00 (7,135)
TOTAL	11.21 (1,354)	9.02 (1,089)	7.65 (924)	2.13 (257)	1.17 (141)	68.83 (8,312)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table E.9(c) NUMBER OF G.C.E. 'O' LEVELS TAKEN AFTER FULL-TIME STUDY X QUALIFICATION.

Qualification	Number of G.C.E. 'O' levels taken after full-time study.						Total percentage rounded off
	1	2	3	4	5	No information	
A.C.C.A.	6.34 (21)	6.04 (20)	3.63 (12)	2.12 (7)	2.72 (9)	79.15 (262)	100.00 (331)
A.I.B.	3.96 (105)	1.55 (41)	0.49 (13)	0.49 (13)	0.64 (17)	92.87 (2,465)	100.00 (2,654)
A.C.W.A.	9.35 (137)	5.87 (86)	3.27 (48)	1.36 (20)	2.32 (34)	77.83 (1,141)	100.00 (1,466)
B.Sc.(Econ.)	7.30 (36)	3.04 (15)	3.04 (15)	1.62 (8)	6.29 (31)	78.70 (388)	100.00 (493)
G.C.E. 'A' level	8.61 (614)	5.21 (372)	3.03 (216)	2.06 (147)	3.28 (234)	77.81 (5,552)	100.00 (7,135)
T O T A L	7.56 (913)	4.42 (534)	2.52 (304)	1.62 (195)	2.69 (325)	81.20 (9,806)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table F.9(d) NUMBER OF G.C.E. 'A' LEVELS TAKEN AFTER FULL-TIME STUDY X QUALIFICATIONS

Qualification	Number of G.C.E. 'A' levels taken after full-time study						Total percentage rounded off
	1	2	3	4	5	No information	
A.C.C.S.	4.23 (14)	3.32 (11)	2.12 (7)	1.21 (4)	-	89.12 (295)	100.00 (331)
A.I.B.	1.32 (35)	0.34 (9)	0.08 (2)	-	-	98.27 (2,606)	100.00 (2,652)
A.C.W.A.	4.57 (67)	1.23 (18)	0.82 (12)	0.27 (4)	0.07 (1)	93.04 (1,364)	100.00 (1,466)
B.Sc.(Econ.)	6.09 (30)	9.53 (47)	15.62 (77)	2.64 (13)	0.61 (3)	65.52 (323)	100.00 (493)
G.C.E. 'A' level	5.72 (408)	1.71 (122)	0.42 (30)	0.10 (7)	0.10 (7)	91.96 (6,561)	100.00 (7,135)
TOTAL	4.59 (554)	1.71 (207)	1.06 (128)	0.23 (28)	0.09 (11)	92.32 (11,149)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table E.10

H.N.C. = Higher National Certificate
H.N.D. = Higher National Diploma
O.N.C. = Ordinary National Certificate
O.N.D. = Ordinary National Diploma

PERCENTAGE DISTRIBUTION OF PREVIOUS HIGHER QUALIFICATIONS x COURSE

Course	University degree	University diploma	Teacher's Certificate	H.N.C. or H.N.D.	O.N.C. or O.N.D.	Professional qualifications	TOTAL with higher qualifications	No higher qualifications	GRAND TOTAL Percentage rounded off
G.C.E. 'A' Level	2.45 (175)	1.16 (83)	6.76 (482)	1.49 (106)	3.55 (253)	6.15 (439)	21.56 (1,538)	78.44 (5,597)	100.00 (7,135)
A.C.C.S.	8.46 (28)	0.60 (2)	6.65 (22)	8.46 (28)	10.57 (35)	10.88 (36)	45.62 (151)	54.38 (180)	100.00 (331)
A.I.B.	2.34 (62)	0.30 (8)	0.49 (13)	0.30 (8)	1.21 (32)	1.02 (27)	5.66 (150)	94.34 (2,502)	100.00 (2,652)
A.C.W.A.	14.53 (213)	0.96 (14)	1.09 (16)	5.32 (78)	17.94 (263)	11.87 (174)	51.71 (758)	48.29 (708)	100.00 (1,466)
B.Sc.(Econ)	19.27 (95)	5.27 (26)	31.44 (155)	4.67 (23)	4.26 (21)	31.24 (154)	96.15 (474)	3.85 (19)	100.00 (493)

Note: Figures in brackets indicate actual numbers involved.

Table 3.11.

ADDITIONAL METHOD USED X COURSE

Qualification	Correspondence method as well as					Total	Correspondence only	Grand total percentage rounded off
	Full-time at teaching institution	Part-time day at teaching institution	Evening classes	Private tuition	Any* other			
A.C.C.S.	8.76 (29)	5.44 (18)	18.43 (61)	12.99 (43)	2.42 (8)	48.04 (159)	51.06 (174)	100.00 (331)
A.I.B.	0.64 (17)	2.30 (61)	14.74 (391)	1.73 (46)	1.21 (32)	20.63 (547)	79.37 (2,105)	100.00 (2,652)
A.C.W.A.	4.23 (62)	12.96 (190)	15.21 (223)	1.84 (27)	2.66 (39)	36.90 (541)	63.10 (925)	100.00 (1,466)
B.Sc.(Econ)	6.49 (32)	1.01 (5)	13.59 (67)	5.27 (26)	4.67 (23)	31.03 (153)	68.97 (340)	100.00 (493)
G.C.E. 'A'	9.22 (658)	3.25 (232)	9.49 (677)	4.40 (314)	3.50 (250)	29.87 (2,131)	70.13 (5,004)	100.00 (7,135)
T O T A L	6.61 (798)	4.19 (506)	11.75 (1,419)	3.78 (456)	2.91 (352)	29.24 (3,531)	70.76 (8,546)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved. * Television and teaching machines.

Table E.12

SOURCE OF FINANCIAL HELP [illegible] COURSE

Qualification	Local Authority			Employer			Foundation, etc.			[illegible]	Total [illegible]
	Less than $\frac{1}{3}$	Between $\frac{1}{3}$ and $\frac{2}{3}$	More than $\frac{2}{3}$	Less than $\frac{1}{3}$	Between $\frac{1}{3}$ and $\frac{2}{3}$	More than $\frac{2}{3}$	Less than $\frac{1}{3}$	Between $\frac{1}{3}$ and $\frac{2}{3}$	More than $\frac{2}{3}$		
A.C.C.S	-	2.11 (7)	15.11 (50)	0.30 (1)	-	0.91 (3)	-	-	0.60 (2)	80.97 (268)	100.00 (331)
A.I.B.	0.60 (16)	14.67 (389)	3.21 (85)	-	0.04 (1)	-	-	0.04 (1)	0.08 (2)	81.37 (2,158)	100.00 (2,652)
A.C.W.A.	0.82 (12)	6.28 (92)	23.74 (348)	0.07 (1)	0.34 (5)	0.61 (9)	-	0.07 (1)	0.07 (1)	68.01 (997)	100.00 (1,466)
B.Sc.(Econ.)	0.20 (1)	3.25 (16)	4.67 (23)	1.01 (5)	5.07 (25)	3.25 (16)	-	0.20 (1)	-	82.35 (406)	100.00 (493)
G.C.E. 'A' level	0.04 (3)	0.41 (29)	1.43 (102)	0.15 (11)	0.46 (33)	1.07 (76)	0.04 (3)	0.11 (8)	0.21 (15)	96.08 (6,855)	100.00 (7,135)
TOTAL	0.26 (32)	4.41 (533)	5.03 (608)	0.15 (18)	0.53 (64)	0.86 (104)	0.02 (3)	0.09 (11)	0.17 (20)	88.47 (10,684)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved

Table E.13

[illegible]

[illegible]

Qualification	Sex	16	17	18	19	20	21	22	23
A.C.C.S.	Male	0.61 (2)	1.51 (5)	0.91 (3)	2.12 (7)	3.02 (10)	4.23 (14)	6.04 (20)	5.14 (17)
	Female	0.30 (1)	0.30 (1)	1.21 (4)	-	0.30 (1)	0.30 (1)	2.12 (7)	1.81 (6)
	Total	0.91 (3)	1.81 (6)	2.12 (7)	2.12 (7)	3.32 (11)	4.53 (15)	8.16 (27)	6.95 (23)
A.I.B.	Male	3.58 (95)	8.33 (221)	15.08 (400)	15.08 (400)	10.37 (275)	6.83 (181)	5.39 (143)	4.19 (111)
	Female	0.42 (11)	1.17 (31)	1.66 (44)	1.66 (44)	1.43 (38)	0.72 (19)	0.38 (10)	0.42 (11)
	Total	4.00 (106)	9.50 (252)	16.74 (444)	16.74 (444)	11.80 (313)	7.54 (200)	5.77 (153)	4.60 (122)
A.C.W.A.	Male	0.55 (8)	1.09 (16)	3.27 (48)	6.55 (96)	10.16 (149)	9.48 (139)	11.39 (167)	9.69 (142)
	Female	0.14 (2)	0.07 (1)	-	0.14 (2)	0.07 (1)	0.27 (4)	-	0.07 (1)
	Total	0.68 (10)	1.16 (17)	3.27 (48)	6.68 (98)	10.23 (150)	9.75 (143)	11.39 (167)	9.75 (143)
B.Sc.(Econ.)	Male	-	0.20 (1)	0.20 (1)	0.41 (2)	1.62 (8)	1.83 (9)	4.87 (24)	6.90 (34)
	Female	-	0.41 (2)	0.20 (1)	0.20 (1)	-	0.61 (3)	0.61 (3)	0.61 (3)
	Total	-	0.61 (3)	0.41 (2)	0.61 (3)	1.62 (8)	2.43 (12)	5.48 (27)	7.51 (37)
G.C.E. 'A' Level	Male	1.42 (101)	3.74 (267)	6.88 (491)	6.56 (468)	5.40 (385)	4.08 (291)	3.46 (247)	2.94 (210)
	Female	1.36 (97)	3.18 (227)	4.26 (304)	3.62 (258)	2.50 (179)	1.92 (137)	1.88 (134)	1.74 (124)
	Total	2.78 (198)	6.92 (494)	11.14 (795)	10.18 (726)	7.91 (564)	6.00 (428)	5.34 (381)	4.68 (334)
Total	Male	1.71 (206)	4.22 (510)	7.81 (943)	8.06 (973)	6.85 (827)	5.25 (634)	4.98 (601)	4.26 (514)
	Female	0.92 (111)	2.17 (262)	2.92 (353)	2.53 (305)	1.81 (219)	1.36 (164)	1.28 (154)	1.20 (145)
Grand Total		2.63 (317)	6.39 (772)	10.73 (1,296)	10.58 (1,278)	8.66 (1,046)	6.61 (798)	6.25 (755)	5.46 (659)

Table E.13 (continued)

Qualification	Sex	24	25	26	27	28	29	30	31 - 35
A.C.I.S.	Male	4.83 (16)	4.83 (16)	3.93 (13)	4.53 (15)	6.04 (20)	3.63 (12)	6.04 (20)	16.01 (53)
	Female	0.91 (3)	0.60 (2)	1.51 (5)	0.60 (2)	0.60 (2)	-	0.60 (2)	1.21 (4)
	Total	5.74 (19)	5.44 (18)	5.44 (18)	5.14 (17)	6.65 (22)	3.63 (12)	6.65 (22)	17.22 (57)
A.I.B.	Male	3.51 (93)	2.49 (66)	2.30 (61)	2.23 (59)	1.96 (52)	1.47 (39)	1.47 (39)	3.81 (101)
	Female	0.26 (7)	0.23 (6)	0.11 (3)	0.11 (3)	0.34 (1)	0.34 (1)	0.11 (3)	0.53 (14)
	Total	3.77 (100)	2.71 (72)	2.41 (64)	2.34 (62)	2.00 (53)	1.51 (40)	1.58 (42)	4.34 (115)
A.C.W.A.	Male	6.48 (95)	5.12 (75)	4.23 (62)	4.37 (64)	4.03 (59)	2.25 (33)	3.07 (45)	9.35 (137)
	Female	-	0.07 (1)	0.07 (1)	0.14 (2)	0.14 (2)	-	0.07 (1)	0.14 (2)
	Total	6.48 (95)	5.18 (76)	4.30 (63)	4.50 (66)	4.16 (61)	2.25 (33)	3.14 (46)	9.48 (139)
B.Sc.(Econ.)	Male	6.29 (31)	4.87 (24)	5.88 (29)	6.49 (32)	3.65 (18)	4.67 (23)	3.04 (15)	15.82 (78)
	Female	0.41 (2)	1.01 (5)	0.61 (3)	0.41 (2)	1.01 (5)	0.20 (1)	0.41 ( )	2.23 (11)
	Total	6.69 (33)	5.88 (29)	6.49 (32)	6.90 (34)	4.67 (23)	4.87 (24)	3.45 (17)	18.05 (89)
G.C.E. 'A' Level	Male	3.00 (214)	1.98 (141)	1.93 (138)	1.68 (120)	1.65 (118)	1.26 (90)	1.30 (93)	4.30 (307)
	Female	1.51 (108)	1.25 (89)	1.35 (96)	1.02 (73)	1.26 (90)	1.02 (73)	1.11 (79)	4.75 (339)
	Total	4.51 (322)	3.22 (230)	3.28 (234)	2.71 (193)	2.92 (208)	2.29 (163)	2.41 (172)	9.05 (646)
Total	Male	3.72 (449)	2.67 (322)	2.51 (303)	2.40 (290)	2.21 (267)	1.63 (197)	1.76 (212)	5.60 (676)
	Female	0.99 (120)	0.85 (103)	0.89 (108)	0.68 (82)	0.83 (100)	0.62 (75)	0.72 (87)	3.06 (370)
Grand Total		4.71 (569)	3.52 (425)	3.40 (411)	3.08 (372)	3.04 (367)	2.25 (272)	2.48 (299)	8.66 (1,046)

Table E.13(continued)

Qualification	Sex	36 - 40	41 - 50	51 - 60	60 +	[illegible] or Retired	Total	Grand total % rounded of
A.C.C.S.	Male	9.37 (31)	3.32 (11)	0.30 (1)	-	-	86.04 (286)	
	Female	0.91 (3)	0.30 (1)	-	-	-	13.60 (45)	100.00 (331)
	Total	10.27 (34)	3.63 (12)	0.30 (1)	-	-	100.00 (331)	
A.I.B.	Male	1.32 (35)	0.57 (15)	0.04 (1)	-	0.19 (5)	90.20 (2,392)	
	Female	0.26 (7)	0.19 (5)	-	-	0.08 (2)	9.80 (260)	100.00 (2,652)
	Total	1.58 (42)	0.75 (20)	0.04 (1)	-	0.26 (7)	100.00 (2,652)	
A.C.W.A.	Male	4.02 (59)	3.21 (47)	-	-	0.21 (3)	98.50 (1,444)	
	Female	0.07 (1)	-	-	-	0.07 (1)	1.50 (22)	100.00 (1,466)
	Total	4.09 (60)	3.21 (47)	-	-	0.27 (4)	100.00 (1,466)	
B.Sc.(Econ.)	Male	10.35 (51)	9.53 (47)	1.62 (8)	-	-	88.24 (435)	
	Female	1.62 (8)	0.81 (4)	-	-	0.41 (2)	11.76 (58)	100.00 (493)
	Total	11.97 (59)	10.35 (51)	1.62 (8)	-	0.41 (2)	100.00 (493)	
G.C.E. 'A' Level	Male	2.86 (204)	2.50 (178)	0.49 (35)	0.17 (12)	0.21 (15)	57.81 (4,125)	
	Female	3.46 (247)	3.48 (249)	1.07 (76)	0.18 (13)	0.25 (18)	42.19 (3,010)	100.00 (7,135)
	Total	6.32 (451)	5.99 (427)	1.56 (111)	0.35 (25)	0.46 (33)	100.00 (7,135)	
Total	Male	3.15 (380)	2.47 (298)	0.37 (45)	0.10 (12)	0.19 (23)	71.89 (8,682)	100.00 (12,077)
	Female	2.20 (266)	2.15 (259)	0.63 (76)	0.11 (13)	0.19 (23)	28.11 (3,395)	
Grand Total		5.35 (646)	4.61 (557)	1.00 (121)	0.21 (25)	0.38 (46)	100.00 (12,077)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table E.14

PERCENTAGE DISTRIBUTION SHOWING MARITAL STATUS OF STUDENTS X COURSE

Qualification		Single	Married	Widowed/ Divorced	No answer	Total percenta rounded
A.C.C.S.	Male	33.54 (111)	52.27 (173)	0.30 (1)	-	86.10 (285)
	Female	8.76 (29)	4.23 (14)	0.91 (3)	-	13.90 (46)
	Total	42.30 (140)	56.50 (187)	1.21 (4)	-	100.00 (331)
A.I.B.	Male	71.53 (1,897)	18.21 (483)	0.11 (3)	0.34 (9)	90.20 (2,392)
	Female	8.79 (233)	0.79 (21)	0.11 (3)	0.11 (3)	9.80 (260)
	Total	80.32 (2,130)	19.00 (504)	0.23 (6)	0.45 (12)	100.00 (2,652)
A.C.W.A.	Male	56.68 (831)	40.79 (598)	0.48 (7)	0.48 (7)	98.43 (1,443)
	Female	0.96 (14)	0.48 (7)	0.07 (1)	0.07 (1)	1.57 (23)
	Total	57.64 (845)	41.27 (605)	0.55 (8)	0.55 (8)	100.00 (1,466)
B.Sc.(Econ.)	Male	25.56 (126)	61.87 (305)	0.61 (3)	0.20 (1)	88.24 (435)
	Female	4.06 (20)	7.10 (35)	0.20 (1)	0.41 (2)	11.76 (58)
	Total	29.62 (146)	68.97 (340)	0.81 (4)	0.61 (3)	100.00 (493)
G.C.E. 'A' Level	Male	39.26 (2,801)	17.87 (1,275)	0.45 (32)	0.24 (17)	57.81 (4,125)
	Female	24.08 (1,718)	16.85 (1,202)	1.12 (80)	0.14 (10)	42.19 (3,010)
	Total	63.33 (4,519)	34.72 (2,477)	1.57 (112)	0.38 (27)	100.00 (7,135)
Total	Male	47.74 (5,766)	23.47 (2,834)	0.38 (46)	0.28 (34)	71.87 (8,680)
	Female	16.68 (2,014)	10.59 (1,279)	0.73 (85)	0.13 (16)	28.13 (3,397)
Grand Total		64.42 (7,780)	34.06 (4,113)	1.11 (134)	0.41 (50)	100.00 (12,077)

Note: Figures in brackets indicate actual numbers involved.

Table F.15

PERCENTAGE DISTRIBUTION OF STUDENTS BY REASONS FOR STUDY X QUALIFICATION X SEX.

Reasons - - - -		1			2			3				
		A	B	X	A	B	X	A	B	X	A	B
A.C.C.S.	Male	7.25 (24)	29.31 (97)	49.55 (164)	18.73 (62)	22.36 (74)	45.02 (149)	3.22 (21)	22.05 (73)	57.70 (191)	21.75 (72)	44. (
	Female	3.32 (11)	4.83 (16)	5.74 (19)	1.81 (6)	3.32 (11)	8.76 (29)	0.60 (2)	4.53 (15)	8.76 (29)	4.23 (14)	5.
	Total	10.57 (35)	34.14 (113)	55.29 (183)	20.54 (68)	25.66 (85)	53.78 (178)	6.95 (23)	26.59 (88)	66.47 (220)	25.98 (86)	49. (
A.I.B.	Male	2.68 (71)	22.78 (604)	64.74 (1,717)	3.81 (101)	11.39 (302)	75.00 (1,989)	1.89 (50)	17.99 (477)	70.32 (1,865)	9.88 (262)	39. (1,
	Female	1.40 (37)	4.71 (125)	3.70 (98)	0.60 (16)	1.32 (35)	7.88 (209)	1.25 (33)	4.15 (110)	4.79 (127)	1.55 (41)	5. (
	Total	4.07 (108)	27.49 (729)	68.44 (1,815)	4.41 (117)	12.71 (337)	82.88 (2,198)	3.13 (83)	21.76 (577)	75.11 (1,992)	11.43 (303)	44. (1,
A.C.W.A.	Male	6.48 (95)	32.06 (470)	59.89 (878)	10.03 (147)	18.07 (265)	70.33 (1,031)	5.18 (76)	26.67 (391)	66.58 (976)	29.13 (427)	47. (
	Female	0.41 (6)	0.82 (12)	0.34 (5)	0.14 (2)	0.34 (5)	1.09 (16)	0.28 (4)	0.56 (8)	0.75 (11)	0.68 (10)	0.
	Total	6.89 (101)	32.88 (482)	60.23 (883)	10.16 (149)	18.42 (270)	71.42 (1,047)	5.46 (80)	27.23 (399)	67.33 (987)	29.81 (437)	48. (
B.Sc.(Econ)	Male	16.63 (82)	47.26 (233)	24.34 (120)	15.42 (76)	22.92 (113)	49.90 (246)	9.53 (47)	32.05 (158)	46.65 (230)	39.35 (194)	40. (
	Female	4.67 (23)	5.48 (27)	1.62 (8)	1.83 (9)	2.03 (10)	7.91 (39)	2.23 (11)	3.65 (18)	5.88 (29)	6.29 (31)	4.
	Total	21.30 (105)	52.74 (260)	25.96 (128)	17.25 (85)	24.95 (123)	57.81 (285)	11.76 (58)	35.70 (176)	52.53 (259)	45.64 (225)	44. (
GCE 'A'Level	Male	9.35 (667)	24.25 (1,730)	24.22 (1,728)	17.42 (1,243)	18.02 (1,286)	22.37 (1,596)	6.01 (429)	16.09 (1,148)	35.71 (2,548)	20.08 (1,433)	24. (1,
	Female	11.17 (797)	21.54 (1,537)	9.47 (676)	13.17 (940)	12.43 (887)	16.58 (1,183)	7.81 (557)	14.07 (1,004)	20.31 (1,449)	18.88 (1,347)	16. (1,
	Total	20.52 (1,464)	45.79 (3,267)	33.69 (2,404)	30.59 (2,183)	30.45 (2,173)	38.95 (2,779)	13.82 (986)	30.16 (2,152)	56.02 (3,997)	38.96 (2,780)	40. (2,

Note: Figures in brackets indicate actual numbers involved.

A = Very important

B = Some importance

X = Do not apply

	4			5			6			7		
X	A	B	X	A	B	X	A	B	X	A	B	X
7.70 (191)	21.75 (72)	44.41 (147)	19.94 (66)	45.61 (151)	26.59 (88)	13.90 (46)	57.70 (191)	11.18 (37)	17.22 (57)	38.97 (129)	16.92 (56)	30.21 (100)
8.76 (29)	4.23 (14)	5.14 (17)	4.53 (15)	7.55 (25)	2.12 (7)	4.23 (14)	6.34 (21)	1.51 (5)	6.04 (20)	4.83 (16)	3.02 (10)	6.04 (20)
6.47 (220)	25.98 (86)	49.55 (164)	24.47 (81)	53.17 (176)	28.70 (95)	18.13 (60)	64.05 (212)	12.69 (42)	23.26 (77)	43.81 (145)	19.94 (66)	36.25 (120)
.32 ,865)	9.88 (262)	39.18 (1,039)	41.14 (1,091)	62.29 (1,652)	21.87 (580)	6.03 (160)	73.72 (1,955)	7.84 (208)	8.63 (229)	5.39 (143)	11.50 (305)	73.30 (1,944)
.79 (127)	1.55 (41)	5.28 (140)	2.98 (79)	6.90 (183)	2.23 (59)	0.68 (18)	6.49 (172)	1.96 (52)	1.36 (36)	0.57 (15)	1.09 (29)	8.14 (216)
.11 ,992)	11.43 (303)	44.46 (1,179)	44.12 (1,170)	69.19 (1,835)	24.10 (639)	6.71 (178)	80.20 (2,127)	9.80 (260)	9.99 (265)	5.96 (158)	12.59 (334)	81.45 (2,160)
.58 (976)	29.13 (427)	47.54 (697)	21.87 (319)	67.05 (983)	22.17 (325)	9.21 (135)	73.40 (1,076)	12.07 (177)	12.96 (190)	25.31 (371)	18.08 (265)	55.05 (807)
.75 (11)	0.68 (10)	0.68 (10)	0.21 (3)	0.82 (12)	0.34 (5)	0.41 (6)	0.68 (10)	0.21 (3)	0.68 (10)	0.41 (6)	0.48 (7)	0.68 (10)
.33 (987)	29.81 (437)	48.22 (707)	22.08 (322)	67.87 (995)	22.51 (330)	9.62 (141)	74.08 (1,086)	12.28 (180)	13.54 (200)	25.72 (377)	18.56 (272)	55.73 (817)
.65 (230)	39.35 (194)	40.16 (198)	8.72 (43)	30.43 (150)	31.85 (157)	25.96 (128)	42.80 (211)	21.09 (104)	24.34 (120)	29.00 (143)	20.69 (102)	38.54 (190)
.88 (29)	6.29 (31)	4.46 (22)	1.01 (5)	1.42 (7)	2.43 (12)	7.91 (39)	2.84 (14)	3.04 (15)	5.88 (29)	4.46 (22)	2.43 (12)	4.86 (24)
.53 (259)	45.64 (225)	44.62 (220)	9.73 (48)	31.85 (157)	34.28 (169)	33.87 (167)	45.64 (225)	24.13 (119)	30.22 (149)	33.46 (165)	23.12 (114)	43.40 (214)
71 548)	20.08 (1,433)	24.96 (1,781)	12.78 (911)	13.58 (969)	5.23 (373)	39.01 (2,783)	17.90 (1,277)	7.27 (519)	32.64 (2,329)	23.42 (1,671)	9.74 (695)	24.65 (1,759)
31 449)	18.88 (1,347)	16.03 (1,144)	7.27 (519)	7.91 (564)	7.12 (508)	27.16 (1,938)	7.20 (514)	4.49 (320)	30.50 (2,176)	15.07 (1,075)	7.33 (523)	19.79 (1,412)
02 997)	38.96 (2,780)	40.99 (2,925)	20.05 (1,430)	21.49 (1,533)	12.35 (881)	66.17 (4,721)	25.10 (1,791)	11.76 (839)	63.14 (4,505)	38.49 (2,746)	17.07 (1,218)	44.44 (3,171)

	8			9			10			
	A	B	X	A	B	X	A	B	X	A
1 00)	8.16 (27)	16.01 (53)	61.93 (205)	4.23 (14)	12.08 (40)	69.79 (231)	49.85 (165)	26.28 (87)	9.97 (33)	8.4 (2
4 20)	0.91 (3)	4.53 (15)	8.46 (28)	1.21 (4)	1.81 (6)	10.88 (36)	8.46 (28)	3.32 (11)	2.12 (7)	1.2
5 20)	9.06 (30)	20.54 (68)	70.39 (233)	5.44 (18)	13.90 (46)	80.66 (267)	58.31 (193)	29.61 (98)	12.08 (40)	9.6 (
0 44)	3.77 (100)	20.29 (538)	66.14 (1,754)	1.24 (33)	7.69 (204)	81.26 (2,155)	41.55 (1,102)	31.26 (829)	17.38 (461)	48.8 (1,2
4 16)	1.28 (34)	3.24 (86)	5.30 (140)	0.23 (6)	1.85 (49)	7.73 (205)	3.73 (99)	4.11 (109)	1.96 (52)	1.8 (
5 60)	5.05 (134)	23.53 (624)	71.42 (1,894)	1.47 (39)	9.54 (253)	88.99 (2,360)	45.29 (1,201)	35.37 (938)	19.34 (513)	50.7 (1,3
5 07)	5.05 (74)	20.33 (298)	73.06 (1,071)	2.05 (30)	7.16 (105)	89.22 (1,308)	57.16 (838)	29.26 (429)	12.01 (176)	16.6 (2
10)	0.14 (2)	0.56 (8)	0.89 (13)	0.14 (2)	0.28 (4)	1.16 (17)	0.48 (7)	0.68 (10)	0.41 (6)	0.
7)	5.19 (76)	20.89 (306)	73.95 (1,084)	2.19 (32)	7.44 (109)	90.38 (1,325)	57.64 (845)	29.94 (439)	12.42 (182)	17. (
0)	8.32 (41)	20.28 (100)	59.63 (294)	4.06 (20)	13.18 (65)	70.99 (350)	30.83 (152)	32.25 (159)	25.15 (124)	2.
)	0.81 (4)	3.24 (16)	7.71 (38)	1.21 (6)	2.84 (14)	7.71 (38)	3.65 (18)	2.03 (10)	6.09 (30)	-
4)	9.13 (45)	23.52 (116)	67.34 (332)	5.27 (26)	16.02 (79)	78.70 (388)	34.48 (170)	34.28 (169)	31.24 (154)	2.
9)	6.00 (428)	13.99 (998)	37.83 (2,699)	3.46 (247)	10.27 (733)	44.09 (3,145)	23.15 (1,652)	18.98 (1,354)	15.68 (1,119)	1.
2)	6.80 (485)	12.42 (886)	22.97 (1,639)	5.52 (394)	11.55 (824)	25.12 (1,792)	11.51 (821)	14.07 (1,004)	16.61 (1,185)	1.
)	12.80 (913)	26.31 (1,884)	60.80 (4,338)	8.98 (641)	21.82 (1,557)	69.21 (4,937)	34.66 (2,473)	33.15 (2,358)	32.29 (2,304)	3.

11			12			13		
A	B	X	A	B	X	A	B	X
8.46 (28)	12.69 (42)	64.96 (215)	27.49 (91)	31.12 (103)	27.49 (91)	22.96 (76)	16.62 (55)	46.53 (154)
1.21 (4)	1.21 (4)	11.48 (38)	2.72 (9)	5.14 (17)	6.04 (20)	4.53 (15)	3.32 (11)	6.04 (20)
9.67 (32)	13.90 (46)	76.44 (253)	30.21 (100)	36.25 (120)	33.53 (111)	27.49 (91)	19.94 (66)	52.57 (174)
48.87 (1,296)	29.22 (775)	12.10 (321)	10.71 (284)	31.94 (847)	47.55 (1,261)	35.63 (945)	18.17 (482)	36.39 (965)
1.89 (50)	2.94 (78)	3.96 (105)	2.56 (68)	3.36 (89)	3.88 (103)	2.87 (76)	2.64 (70)	4.30 (114)
50.75 (1,346)	32.16 (853)	16.06 (426)	13.27 (352)	35.29 (936)	51.43 (1,364)	38.50 (1,021)	20.81 (552)	40.69 (1,079)
16.65 (244)	30.63 (449)	51.16 (750)	33.90 (497)	35.61 (522)	28.92 (424)	19.44 (285)	15.62 (229)	63.37 (929)
0.41 (6)	0.21 (3)	0.96 (14)	0.28 (4)	0.75 (11)	0.56 (8)	0.61 (9)	-	0.96 (14)
17.06 (250)	30.84 (452)	52.12 (764)	34.18 (501)	36.36 (533)	29.48 (432)	20.05 (294)	15.62 (229)	64.33 (943)
2.64 (13)	2.43 (12)	83.16 (410)	23.94 (118)	34.28 (169)	30.02 (148)	15.21 (75)	22.92 (113)	50.10 (247)
-	0.41 (2)	11.36 (56)	1.83 (9)	4.26 (21)	5.68 (28)	2.23 (11)	2.64 (13)	6.90 (34)
2.64 (13)	2.84 (14)	94.52 (466)	25.77 (127)	38.54 (190)	35.70 (176)	17.44 (86)	25.56 (126)	57.00 (281)
1.93 (138)	3.74 (267)	52.14 (3,720)	12.39 (884)	19.36 (1,381)	26.07 (1,860)	43.41 (3,097)	6.45 (460)	7.96 (568)
1.47 (105)	1.40 (100)	39.31 (2,805)	9.97 (711)	13.74 (980)	18.49 (1,319)	23.41 (1,670)	5.99 (427)	12.80 (913)
3.40 (243)	5.14 (367)	91.45 (6,525)	22.36 (1,595)	33.10 (2,361)	44.56 (3,179)	66.82 (4,767)	12.44 (887)	20.76 (1,481)

Table L.16

PERCENTAGE DISTRIBUTION OF STUDENTS BY MOTIVATION

IN TAKING A CORRESPONDENCE COURSE X QUALIFICATION X SEX.

Reasons - - -		1			2			3				
		A	B	X	A	B	X	A	B	X	A	
A.C.C.S.	Male	2.12 (7)	1.51 (5)	82.48 (273)	24.47 (81)	25.98 (86)	35.65 (113)	13.60 (45)	13.90 (46)	58.61 (194)	22.96 (76)	19
	Female	0.30 (1)	0.91 (3)	12.69 (42)	2.72 (9)	3.32 (11)	7.86 (26)	1.21 (4)	0.30 (1)	12.39 (41)	1.51 (5)	3
	Total	2.42 (8)	2.42 (8)	95.17 (315)	27.19 (90)	29.30 (97)	43.51 (144)	14.81 (49)	14.20 (47)	71.00 (235)	24.47 (81)	22
A.I.B.	Male	1.47 (39)	0.64 (17)	88.08 (2,336)	31.22 (828)	34.35 (911)	24.62 (653)	3.32 (88)	4.41 (117)	82.47 (2187)	26.06 (691)	30
	Female	-	-	9.80 (260)	4.11 (109)	3.73 (99)	1.96 (52)	0.11 (3)	0.15 (4)	9.54 (253)	2.98 (79)	2
	Total	1.47 (39)	0.64 (17)	97.89 (2,596)	35.33 (937)	38.08 (1,010)	26.58 (705)	3.43 (101)	4.56 (121)	92.01 (2,440)	29.04 (770)	33
A.C.W.A	Male	1.71 (25)	0.34 (5)	96.39 (1,413)	30.70 (450)	31.58 (463)	36.15 (530)	7.71 (113)	9.35 (137)	81.38 (1,193)	24.28 (356)	2
	Female	0.07 (1)	-	1.50 (22)	0.48 (7)	0.61 (9)	0.48 (7)	0.07 (1)	0.14 (2)	1.40 (20)	0.41 (6)	0
	Total	1.78 (26)	0.34 (5)	97.89 (1,435)	31.18 (457)	32.19 (472)	36.63 (537)	7.78 (114)	9.49 (139)	82.78 (1,213)	24.69 (362)	2
B.Sc.(Econ)	Male	3.24 (16)	1.42 (7)	83.57 (412)	19.68 (97)	25.76 (127)	42.80 (211)	14.60 (72)	23.33 (115)	50.30 (248)	23.73 (117)	22
	Female	0.61 (3)	0.20 (1)	10.95 (54)	2.03 (10)	0.96 (14)	2.32 (34)	1.01 (5)	0.61 (9)	8.93 (44)	1.62 (8)	2
	Total	3.85 (19)	1.62 (8)	94.52 (466)	21.71 (107)	26.72 (141)	45.12 (245)	15.61 (77)	23.94 (124)	59.23 (292)	25.35 (125)	2
GCE 'A'Level	Male	5.55 (396)	2.07 (148)	50.19 (3,581)	17.39 (1,241)	17.98 (1,283)	22.44 (1,601)	5.47 (390)	6.67 (476)	45.68 (3,259)	12.54 (895)	1 (
	Female	4.82 (344)	1.23 (88)	36.13 (2,578)	13.62 (972)	13.10 (935)	15.46 (1,103)	3.78 (270)	3.91 (279)	34.49 (2,461)	8.83 (630)	
	Total	10.37 (740)	3.30 (236)	86.32 (6,159)	31.01 (2,213)	31.08 (2,218)	37.90 (1,704)	9.25 (660)	10.58 (755)	80.17 (5,720)	21.37 (1,525)	2 (

Note: Figures in brackets indicate actual numbers involved

A = Very important

B = Some importance

X = Do not apply

4			5			6			7		
A	B	X	A	B	X	A	B	X	A	B	X
22.96 (76)	19.03 (63)	44.11 (146)	12.99 (43)	10.88 (36)	62.24 (206)	9.06 (30)	12.39 (41)	64.65 (214)	20.24 (67)	9.67 (32)	56.19 (186)
1.51 (5)	3.02 (10)	9.37 (31)	1.21 (4)	1.81 (6)	10.88 (36)	0.60 (2)	2.12 (7)	11.18 (37)	3.32 (11)	0.91 (3)	9.67 (32)
24.47 (81)	22.05 (73)	53.48 (177)	14.20 (47)	12.69 (42)	73.12 (142)	9.66 (32)	14.51 (48)	75.83 (251)	23.56 (78)	10.58 (35)	65.86 (218)
26.06 (691)	30.43 (807)	33.71 (894)	6.64 (176)	13.16 (349)	70.40 (1,867)	9.77 (259)	28.32 (751)	52.11 (1,382)	18.93 (502)	12.86 (341)	58.41 (1,549)
2.98 (79)	2.79 (74)	4.04 (107)	1.02 (27)	1.13 (30)	7.66 (203)	1.17 (31)	3.13 (83)	5.51 (146)	2.49 (66)	0.94 (25)	6.37 (169)
29.04 (770)	33.22 (881)	37.75 (1,001)	7.66 (203)	14.29 (379)	78.06 (2,070)	10.94 (290)	31.45 (834)	57.62 (1,528)	21.42 (568)	13.80 (376)	64.78 (1,718)
24.28 (356)	27.49 (403)	46.66 (684)	7.84 (115)	14.60 (214)	75.99 (1,114)	6.00 (88)	26.74 (392)	65.69 (963)	21.35 (313)	13.85 (203)	63.23 (927)
0.41 (6)	0.28 (4)	0.89 (13)	0.21 (3)	0.34 (5)	1.02 (15)	-	0.34 (5)	1.26 (18)	0.42 (6)	0.21 (3)	0.96 (14)
24.69 (362)	27.77 (407)	47.55 (697)	8.05 (118)	14.94 (219)	77.01 (1,129)	6.00 (88)	27.08 (397)	67.05 (981)	21.77 (319)	14.06 (206)	64.19 (941)
23.73 (117)	22.31 (110)	42.19 (208)	12.37 (61)	17.24 (85)	58.62 (289)	2.84 (14)	6.90 (34)	78.50 (387)	35.09 (173)	16.43 (81)	36.71 (181)
1.62 (8)	2.03 (10)	8.12 (40)	4.67 (23)	1.21 (6)	5.88 (29)	-	1.21 (6)	10.55 (52)	4.06 (20)	2.23 (11)	5.48 (27)
25.35 (125)	24.34 (120)	50.31 (248)	17.04 (84)	18.45 (91)	64.50 (318)	2.84 (14)	8.11 (40)	89.05 (439)	39.15 (193)	18.66 (92)	42.19 (208)
12.54 (895)	14.77 (1,054)	30.50 (2,176)	5.80 (414)	6.90 (492)	45.12 (3,219)	2.68 (191)	8.23 (587)	46.91 (3,347)	14.24 (1,016)	9.22 (658)	34.35 (2,451)
8.83 (630)	9.22 (658)	24.13 (1,722)	11.18 (798)	5.65 (403)	25.35 (1,809)	3.80 (271)	6.43 (459)	31.96 (2,280)	10.79 (770)	5.73 (409)	25.73 (1,836)
21.37 (1,525)	23.99 (1,612)	54.63 (3,898)	16.98 (1,212)	12.55 (895)	70.47 (5,028)	6.48 (462)	14.66 (1,046)	78.87 (5,627)	25.03 (1,786)	14.95 (1,067)	60.08 (4,287)

8			9			10			
А	Б	Х	А	Б	Х	А	Б	Х	А
19.64 (65)	21.75 (72)	44.71 (148)	13.90 (46)	7.85 (26)	64.35 (213)	30.82 (102)	31.42 (104)	23.87 (79)	15.4 (
1.21 (4)	3.02 (10)	9.67 (32)	5.74 (19)	1.81 (6)	6.34 (21)	8.16 (27)	2.42 (8)	3.32 (11)	1.5
20.85 (69)	24.77 (82)	54.38 (180)	19.64 (65)	9.66 (32)	70.69 (234)	38.98 (129)	33.84 (112)	27.19 (90)	16.9 (
18.59 (493)	26.09 (692)	45.51 (1,207)	3.66 (97)	5.24 (139)	81.30 (2,156)	29.19 (774)	35.07 (930)	25.94 (688)	18.4 (4
2.94 (78)	2.53 (67)	4.34 (115)	0.38 (10)	0.45 (12)	8.97 (238)	4.37 (116)	3.21 (85)	2.23 (59)	2.3 (
21.53 (571)	28.62 (759)	49.85 (1,322)	4.04 (107)	5.69 (151)	90.27 (2,394)	33.56 (890)	38.28 (1,015)	28.17 (747)	20.7 (5
18.49 (271)	23.87 (350)	56.07 (822)	12.28 (180)	8.39 (123)	77.76 (1,140)	38.20 (560)	34.79 (510)	25.44 (373)	15.4 (2.
0.21 (3)	0.42 (6)	0.96 (14)	0.14 (2)	0.21 (3)	1.26 (18)	0.75 (11)	0.56 (8)	0.28 (4)	0.3
18.70 (274)	24.29 (356)	57.03 (836)	12.42 (182)	8.60 (126)	79.02 (1,158)	38.95 (571)	35.35 (518)	25.72 (377)	15.8 (3
16.84 (83)	28.60 (141)	42.80 (211)	5.88 (29)	4.87 (24)	77.48 (382)	40.97 (202)	23.74 (117)	23.53 (116)	11.1 (
2,43 (12)	2.43 (12)	6.90 (34)	1.21 (6)	0.61 (3)	9.94 (49)	6.29 (31)	3.04 (15)	2.43 (12)	1.0
19.27 (95)	31.03 (153)	49.70 (245)	7.09 (35)	5.48 (27)	87.42 (431)	47.26 (233)	26.78 (132)	25.96 (128)	12.1 (
11.61 (828)	12.12 (865)	34.06 (2,432)	6.90 (492)	5.02 (358)	45.90 (3,275)	23.94 (1,708)	18.61 (1,328)	15.26 (1,089)	8.8 (63
9.67 (690)	9.28 (662)	19.03 (1,658)	5.34 (381)	3.22 (230)	33.62 (2,399)	17.93 (1,279)	10.85 (774)	13.41 (957)	5.9 (42
21.28 (1,518)	21.40 (1,527)	53.09 (4,090)	12.24 (873)	8.24 (588)	79.52 (5,674)	41.87 (2,987)	29.46 (2,102)	28.67 (2,046)	14.81 (1,05

	11			12			13		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7 (79)	15.41 (51)	15.11 (50)	52.57 (174)	6.64 (22)	7.25 (24)	[illegible] ([illegible])	0.30 (1)	0.60 (2)	85.20 (282)
2 (11)	1.51 (5)	2.11 (7)	10.27 (34)	0.91 (3)	0.60 (2)	12.39 (41)	-	-	13.90 (46)
9 (90)	16.92 (56)	17.22 (57)	[illegible] ([illegible])	7.55 (25)	7.86 (26)	[illegible] ([illegible])	0.30 (1)	0.60 (2)	99.10 (328)
4 (688)	18.48 (490)	23.98 (636)	47.74 (1,266)	6.79 (180)	9.24 (245)	74.17 (1,967)	0.53 (14)	0.22 (6)	89.44 (2,372)
3 (5[illegible])	2.30 (61)	2.79 (74)	4.71 (125)	1.06 (28)	0.72 (19)	8.03 (213)	-	-	9.80 (260)
7 (747)	20.78 (551)	26.77 (710)	52.45 (1,391)	7.85 (208)	9.96 (264)	82.20 (2,180)	0.53 (14)	0.22 (6)	99.24 (2,632)
44 (373)	15.48 (227)	22.03 (323)	60.91 (893)	6.34 (93)	8.19 (120)	83.90 (1,230)	0.34 (5)	0.34 (5)	97.75 (1,433)
28 (4)	0.34 (5)	0.28 (4)	0.96 (14)	0.07 (1)	-	1.50 (22)	-	-	1.57 (23)
72 (377)	15.82 (332)	22.31 (327)	61.87 (907)	6.41 (94)	8.19 (120)	85.40 (1,252)	0.34 (5)	0.34 (5)	99.32 (1,456)
53 (116)	11.16 (55)	8.52 (69)	63.08 (311)	6.09 (30)	11.36 (56)	70.79 (349)	-	-	88.24 (435)
43 (12)	1.01 (5)	2.23 (11)	8.52 (42)	0.41 (2)	0.61 (3)	10.75 (53)	0.20 (1)	-	11.56 (57)
96 (128)	12.17 (60)	10.75 (80)	71.60 (353)	6.50 (32)	11.97 (59)	81.54 (402)	0.20 (1)	-	99.80 (492)
26 (089)	8.87 (633)	11.94 (852)	37.00 (2,640)	5.26 (375)	4.91 (350)	47.65 (3,400)	0.38 (27)	0.29 (21)	57.14 (4,077)
41 (957)	5.94 (424)	7.91 (564)	28.34 (2,022)	1.67 (119)	2.45 (175)	38.07 (2,716)	0.48 (34)	0.25 (18)	41.46 (2,958)
67 (046)	14.81 (1,057)	19.85 (1,416)	65.34 (4,662)	6.93 (494)	7.36 (525)	85.72 (6,116)	0.86 (61)	0.54 (39)	98.60 (7,035)

Appendix B

STATISTICS DERIVING FROM THE RETROSPECTIVE SURVEY

Table R.1(a)

TOTAL QUESTIONNAIRES SENT AND RECEIVED

(including incompletes *)

Qualification	Pass-List Sample			Entry Sample			Total		
	Sent	Received	%	Sent	Received	%	Sent	Received	%
A.C.C.S.	183	52	28•42	567	200	35•27	750	252	33•60
A.I.B.	509	342	67•19	991	581	58•63	1500	923	61•53
A.C.W.A.	518	313	60•43	921	458	49•73	1439	771	53•58
B.Sc.(Econ)	160	86	53•75	461	174	37•74	621	260	41•87
	1,370	793	57•88	2,940	1,413	48•06	4310	2206	51•18

(* incomplete or unanswered: 76 out of 4310)

Table R.1(b)

TOTAL QUESTIONNAIRES SENT AND RECEIVED

(excluding incompletes but including rejects *)

Qualification	Pass-List Sample			Entry Sample			Total		
	Sent	Received	%	Sent	Received	%	Sent	Received	%
A.C.C.S.	183	43	23•50	567	190	33•51	750	233	31•07
A.I.B.	509	340	66•80	991	572	57•72	1500	912	60•80
A.C.W.A.	518	312	60•23	921	439	47•67	1439	751	52•19
B.Sc.(Econ)	160	78	48•75	461	156	33•84	621	234	37•68
	1370	773	56•42	2940	1357	46•16	4310	2130	49•42

(* 40 completed questionnaires were rejects)

Table R.1(c)

QUESTIONNAIRES SENT AND USABLE QUESTIONNAIRES RECEIVED

Qualification	Pass-List Sample			Entry Sample			Total		
	Sent	Received	%	Sent	Received	%	Sent	Received	%
A.C.C.S.	183	42	22•95	567	188	33•16	750	230	30•67
A.I.B.	509	336	66•01	991	570	57•52	1500	906	60•40
A.C.W.A.	518	309	59•65	921	418	45•39	1439	727	50•52
B.Sc.(Econ)	160	76	47•50	461	151	32•76	621	227	36•55
	1370	763	55•69	2940	1327	45•14	4310	2090	48•49

Table R.2

PERCENTAGE DISTRIBUTION OF STUDENTS' SITUATION AT END OF SURVEY PERIOD x COURSE x SAMPLE.

Qual'n group		Both stages completed	Continu-* ing study.	Inter-rupted.	Discon-tinued.	No answer	Total
ACCS	Pass-list	80.95 (34)	14.29 (6)	2.38 (1)	2.38 (1)	-	100.00 (42)
	Entry	17.55 (33)	29.79 (56)	17.55 (33)	34.58 (65)	0.53 (1)	100.00 (188)
AIB	Pass-list	47.02 (158)	37.80 (127)	6.55 (22)	5.66 (19)	2.98 (10)	100.00 (336)
	Entry	19.12 (109)	59.47 (339)	10.88 (62)	9.65 (55)	0.88 (5)	100.00 (570)
ACWA	Pass-list	23.95 (74)	42.72 (132)	21.68 (67)	9.39 (29)	2.27 (7)	100.00 (309)
	Entry	12.44 (52)	45.22 (189)	17.23 (72)	24.64 (103)	0.48 (2)	100.00 (418)
B.Sc.(Econ)	Pass-list	97.74 (72)	1.32 (1)	1.32 (1)	2.63 (2)	-	100.00 (76)
	Entry	14.57 (22)	37.75 (57)	13.25 (20)	27.82 (42)	6.62 (10)	100.00 (151)
T O T A L		26.51 (554)	43.40 (907)	13.30 (278)	15.12 (316)	1.68 (35)	100.00 (2090)

* Represents only those students who have not yet passed all the examinations for their qualification, without distinguishing the extent of their achievement. For a detailed analysis of students' progress see Tables in the Series R.32 - 36.

Table R.3(a)

NUMBER OF YEARS OF STUDY - ENTRY SAMPLE

Qualification

Years	A.C.C.S.	A.I.A.	A.C.W.A.	B.Sc.(Econ)	Total
1	42	9	30	23	94
2	24	31	51	23	129
3	27	77	71	40	215
4	63	217	135	46	461
5	23	217	80	15	335
6	4	12	12	1	29
7	3	4	10	1	18
8	1	1	–	–	2
9	–	–	–	–	–
10	–	–	4	–	4
No information	1	2	25	2	30
Total	188	570	418	151	1,327

Table R.3(b)

NUMBER OF YEARS OF STUDY - PASS-LIST SAMPLE

Qualification

Years	A.C.C.S.	A.I.A.	A.C.W.A.	B.Sc.(Econ)	Total
1	2	2	3	–	7
2	6	10	5	2	23
3	10	34	31	15	90
4	12	50	45	19	126
5	9	68	83	29	189
6	1	87	88	10	186
7	2	58	46	–	106
8	–	8	1	–	9
9	–	6	–	–	6
10	–	5	–	–	5
11-12	–	1	–	–	5
13-15	–	2	–	–	1
16-20	–	–	1	–	3
20+	–	–	–	–	–
No information	–	5	6	1	12
Total	42	336	309	76	763

Table R.4

NUMBER OF STUDENTS EXEMPTED - ENTRY SAMPLE

Qualification	Subjects only	Entire part	Total Exemptions	Total Exemptions as percentage
A.C.C.S.	26	-	26	13•83
A.I.B.	115	3	118	20•70
A.C.W.A.	69	20	89	21•29
B.Sc.(Econ)	1	5	6	3•97
	211	28	239	18•01

Methods

1 = Correspondence
2 = Part-time oral
3 = Full-time oral
4 = Private tuition
5 = Unaided private study

Table A.5

DISTRIBUTION OF STUDENTS USING ONE METHOD ONLY x QUALIFICATIONS x YEARS OF ACTUAL STUDY x SAMPLE

Course	Method	Pass-List sample: Years of actual study							Total	Entry sample: Years of actual study							Total
		7	6	5	4	3	2	1		7	6	5	4	3	2	1	
A.C.C.S.	1	-	-	1	4	3	1	2	11	-	1	2	13	6	10	14	46
	2	-	-	1	4	1	2	-	8	-	-	2	4	5	4	9	24
	3	1*	-	-	-	5	3*	-	9	-	-	-	4	4	6	18	32
	4	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
	5	-	-	-	-	-	1	-	1	-	-	-	2	3	-	1	6
A.I.B.	1	10	3	11	8	5	-	-	37	1	3	29	40	18	5	5	92
	2	9	11	2	2	1	-	-	25	1	-	28	40	15	9	3	96
	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5	-	-	1	1	1	2	-	5	-	-	1	1	4	-	-	6
A.C.W.A.	1	9	14	22	12	11	6	2	76	1	1	8	36	25	18	20	109
	2	2	6	8	7	4	1	1	29	2	5	20	24	10	24	9	94
	3	-	1	1	-	1	-	-	3	-	-	1	2	3	2	-	8
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	5	1	-	-	-	1	-	-	2	1	-	-	1	1	1	-	4
B.Sc. (Econ)	1	-	4	11	5	2	-	-	22	-	1	5	18	16	13	16	69
	2	-	-	6	4	1	1	1	11	-	-	-	3	3	4	2	12
	3	-	-	-	-	9	-	-	9	-	-	-	-	6	-	2	8
	4	-	-	-	-	-	-	-	-	-	-	-	-	1	-	2	3
	5	-	1	-	2	2	2	-	7	-	-	-	7	2	1	2	12

* Studied throughout by correspondence as well.

Table R.6

NUMBER OF METHODS USED x SAMPLE

Course and number of methods	Pass-list Sample								Entry Sample							
	Years of actual study								Years of actual study							
	7	6	5	4	3	2	1	Total	7	6	5	4	3	2	1	Total
A.C.C.S. 2	1	1	5	4	1	-	-	12	1	3	13	23	10	2	5	57
3	1	-	-	1	-	-	-	2	2	1	1	11	-	-	-	15
4	-	-	-	-	-	-	-	-	-	-	2	2	-	-	-	4
A.I.B. 2	42	50	43	24	10	6	-	175	1	8	135	119	37	16	1	317
3	8	11	9	3	3	-	-	34	1	-	23	21	4	1	-	50
4	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1
A.C.W.A. 2	25	51	39	26	15	-	-	156	3	4	29	42	14	12	3	107
3	10	12	13	6	2	-	-	43	-	3	5	2	2	-	-	12
4	-	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-
B.Sc. (Econ) 2	-	3	10	6	2	-	-	21	-	3	9	6	1	-	-	19
3	-	1	2	2	1	-	-	6	-	1	2	2	1	-	-	6
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Methods

1 = Correspondence
2 = Part-time oral
3 = Full-time oral
4 = Private tuition
5 = Unaided private study

Table R.7(a)

METHOD/METHODS USED x SAMPLE x YEAR OF STUDY

A. C. C. S.

Methods of study	Pass-List sample Year of study 1	2	3	4	5	6	7	Total	Entry sample Year of study 1	2	3	4	5	6	7	Total
1	6	9	14	13	9	4	1	56	4	13	26	50	42	33	34	202
2	8	12	13	11	6	2	2	54	6	10	26	40	33	18	15	148
3	2	8	6	3				19	1	4	26	25	7	5	5	73
4									1	1	2	1	1	1	1	8
5			2	1	2			5	1	1	4	4	4	10	7	31
1,2	2	1	1	3	1			8		1	9	27	18	16	12	83
1,3	1	1	2	2	1	1	1	9				2	5	4	4	15
1,4											1		1	1	2	5
2,3														1	1	2
2,4									1	1	1	1		1		5
3,4																
1,2,3												1				1
1,2,4		1	1					2							1	1
1,3,4																
2,3,4																
1,2,3,4																
Not studied or no information	23	10	3	9	23	35	38	141	174	157	93	37	77	98	106	742
TOTAL	42	42	42	42	42	42	42	294	188	188	188	188	188	188	188	1,316

Table R.7(b)

METHOD/METHODS USED x SAMPLE x YEAR OF STUDY

A. I. B.

Method of study	Pass-List sample Year of study 1	2	3	4	5	6	7	Total	Entry Sample Year of study 1	2	3	4	5	6	7	Total
1	49	87	119	131	139	118	84	727	3	16	142	195	195	203	188	942
2	78	147	164	137	106	75	60	767	4	21	197	254	214	172	144	1,006
3		1	1	2	1			5				1		1	1	3
4						1	2	3			1		1	1	1	4
5	4	9	19	16	20	36	30	134			10	28	43	58	60	199
1,2	6	13	16	18	26	14	6	99			22	43	46	45	44	200
1,3														1	1	2
1,4					2	1		3					1	2		3
2,3																
2,4						1		1					1	1	3	5
3,4																
1,2,3																
1,2,4																
1,3,4																
2,3,4																
1,2,3,4																
Not studied or no information	199	79	17	32	42	90	154	613	563	533	198	49	69	86	128	1,626
TOTAL	336	336	336	336	336	336	336	2,352	570	570	570	570	570	570	570	3,990

Table R.7(c)

METHOD/METHODS USED x SAMPLE x YEAR OF STUDY

A. C. W. A.

Method of study	Pass-List sample Year of study 1	2	3	4	5	6	7	Total	Entry sample Year of study 1	2	3	4	5	6	7	Total
1	36	75	131	135	134	118	103	732	10	11	60	138	129	120	113	581
2	43	111	110	101	65	51	27	508	12	29	113	179	134	95	73	635
3	3	6	16	19	11	6	3	64		1	10	24	24	11	11	81
4					1	1		2	1				2	1	1	5
5	3	5	9	16	24	30	34	121	2	3	9	12	14	24	21	85
1,2	12	16	25	18	25	24	23	143	1	2	5	25	33	29	23	118
1,3		2	1		1			4				1		2	3	6
1,4											1	1		1		3
2,3															1	1
2,4												1	1		1	3
3,4																
1,2,3																
1,2,4			1					1								
1,3,4																
2,3,4																
1,2,3,4																
Not studied nr no information	212	94	16	20	48	79	119	588	392	372	220	37	81	135	171	1,408
TOTAL	309	309	309	309	309	309	309	2,163	418	418	418	418	418	418	418	2,926

Table R.7(d)

METHOD/METHODS USED x SAMPLE x YEAR OF STUDY

B. Sc. (Econ.)

	Pass-List Sample								Entry Sample							
Method of study	Year of study							To-tal	Year of study							Total
	1	2	3	4	5	6	7		1	2	3	4	5	6	7	
1	23	27	26	31	30	11	2	150		3	18	60	58	55	48	242
2	15	21	23	14	9	3		85	1	2	10	34	26	10	7	90
3	1	8	12	15	4	1	1	42	3	1	2	5	4	5	8	28
4				1				1				2	2	2	1	7
5	1	6	11	6	6	2	1	33	2	2	2	16	19	17	17	75
1,2	5	5	3	4	1			18				5	5	5	5	20
1,3					1			1								
1,4												1	1	1		3
2,3																
2,4																
3,4																
1,2,3																
1,2,4													1			1
1,3,4																
2,3,4																
1,2,3,4																
Not studied or no information	31	9	1	5	25	59	72	202	145	143	119	28	35	56	65	591
TOTAL	76	76	76	76	76	76	76	532	151	151	151	151	151	151	151	1,057

Table R.8(a)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.C.C.S. - PASS-LIST SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2																		1													
	3		2																													
	4	1	2								1																					
	5															1																
Four years of actual study	2	2						1					1																			
	3																															
	4										1																			1		
Three years of actual study	2									1																						
	3																															
Two years of actual study	2																															
TOTAL		3	4					1		1	2		1			1			1											1		

Table R.8(b)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.I.B. - PASS-LIST SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2	5	6					1		2	2						1	1	2													
	3	1	7	1				2		3	1					2		2	1													
	4	1	2					2	1		4					2	2	3														
	5	1	4					2	1		1					1	1	1	1			1										
Four years of actual study	2	1	3						1	3	1							1														
	3	2	5					1		2						2		1														
	4	2	1						2		1					2	1	3	3										1			
Three years of actual study	2		1						1	2	2					1		2														
	3	1						2		3	3					1																
Two years of actual study	2		1							1						2																
TOTAL		14	30	1				10	6	16	15					13	5	14	7			1							1			

Table R.8(c)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.C.W.A. - PASS-LIST SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-Comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-Comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2	3	3	1						2	3		1				1	3						1								
	3		7		1			3		4	2	1				7		1	2						1							1
	4		3		2			3	2	3	2					1	2	3	2													
	5		3						2	2	1		2			4		2	2												1	
Four years of actual study	2		2		1			3		1	2							1														
	3	3	3					1			3		3	1		1		4														1
	4	1	5						1	2	3					2		1	3			1								1		1
Three years of actual study	2	3	2	2	1			1	2	1	2		1																			
	3	1	2						1									1				1		1								
Two years of actual study	2																															
TOTAL		11	30	3	5			11	8	15	18	1	7	1		15	3	16	9			2		2	1					1	1	3

Table R.8(d)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

B.Sc.(Econ) - PASS-LIST SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2									1	1					1		1	1	1												
	3						1												1													
	4		3						1	1	3							1														
	5										1					1																
Four years of actual study	2								1																							
	3	1	1	1					1							1																
	4		1	1						1												1	1									
Three years of actual study	2							2																								
	3																1							1								
Two years of actual study	2																															
TOTAL		1	5	2			1	2	3	3	5					3	1	2	2	1		1	1	1								

Table R.8(c)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.C.C.S. - ENTRY SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2				1								2											1								
	3		1		1													2														
	4		1							1	3							1													1	1
	5									1	1					1			1													1
Four years of actual study	2	2			1			1		4	4		2						1													1
	3		6							1		1	1			2		2	1													1
	4		2					3	1	2	3					2			2			1			1						1	
Three years of actual study	2	1	2									1							1													
	3	1	1													1		1														
Two years of actual study	2																															
TOTAL		4	13		3			4	1	9	11	2	5			6		6	6			1		1	1						2	4

Table R.1(f)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.I.B. - ENTRY SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2	15	13					5	1	5	5					2		2	5													1
	3	11	25					3	2	5	4					11	2	7	1													1
	4	5	17					4		5	5					5	4	2	6			1								1		
	5	5	9					1	3	5	9					10	5	3	2													
Four years of actual study	2	17	11					4	2	10	4					3	5	5	2													
	3	9	15	2		1		6	3	3	11					10		7	4												1	
	4	13	9		2			8	3	8	3					4	7	5												2	2	
Three years of actual study	2	7	6				1	3	1	1						3	3	2													1	
	3	3	5	1				2	1		1					3	2	3	3													
Two years of actual study	2	4	2	1	1			3	1							1			1													1
TOTAL		89	113	4	3	1	1	39	17	42	42					52	28	36	24			1								3	4	3

Table R.8(3)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

A.C.W.A. - ENTRY SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2	3	5						1	2		1					1	2	1				1									
	3		5		1					1	2			2		2		4														
	4		3		1			3		2	3	2	1		1	3		3	2			1										
	5	1	6		1			1	2		3	1				2	1	4														
Four years of actual study	2	1	7		3			4	1	5	2							1	1				1									
	3	1	10						1	6	3							3	1			3			1						1	1
	4	7	11		1				2	2	4							4	2			1	1		1							3
Three years of actual study	2	1	6					4	1	5	1	2				1		4							1	1						
	3	4	5					1	1		2					1	2		4			1										
Two years of actual study	2	3	4		1			2			1		1			1	1	1	1													
TOTAL		21	62		8			15	9	23	21	6	2	2	1	10	5	26	12			5	3		3	1					1	4

Table R.8(h)

SHIFT IN METHOD x YEAR OF STUDY x YEARS OF ACTUAL STUDY

B.Sc.(Econ).- ENTRY SAMPLE

	Year	1-2	2-1	1-3	3-1	1-4	4-1	1-5	5-1	1-comb	comb-1	2-3	3-2	2-4	4-2	2-5	5-2	2-comb	comb-2	3-4	4-3	3-5	5-3	3-comb	comb-3	4-5	5-4	4-comb	comb-4	5-comb	comb-5	comb-comb
Five years of actual study	2		1		2					2																						
	3								1																							
	4		1					1																						1		
	5			1							1																					
Four years of actual study	2		3					2										2														1
	3		6					1			2	1					1	1								1						
	4	1								1		1				1														1		
Three years of actual study	2							3	1		1							1														
	3		1					2			1	1				2	1															
Two years of actual study	2		1					1	1	1						1	1															
TOTAL		1	13	1	2			10	3	4	5	3				4	3	4								1				2		1

Table R.9(a)

QUALIFICATIONS x TOTAL SHIFT IN METHOD x GRADUAL SHIFT IN METHOD x YEARS OF STUDY x PASS-LIST SAMPLE

Qualification	Type of shift	2 years	3 years		4 years			5 years				Total
		2nd	2nd	3rd	2nd	3rd	4th	2nd	3rd	4th	5th	
A.C.C.S.	Total	-	-	-	4	1	1	1	2	3	-	12
	Gradual	-	1	-	-	-	-	1	1	1	-	4
A.I.B.	Total	3	3	5	5	10	8	15	13	11	11	84
	Gradual	1	6	5	5	3	8	4	7	7	4	50
A.C.W.A.	Total	-	11	4	5	12	8	10	16	15	12	93
	Gradual	-	2	5	5	8	8	9	12	12	8	69
B.Sc. (Econ)	Total	-	2	1	1	4	4	2	1	4	1	20
	Gradual	-	-	1	-	1	1	4	1	5	1	14

Table R.9(b)

QUALIFICATIONS x TOTAL SHIFT IN METHOD x GRADUAL SHIFT IN METHOD x YEARS OF STUDY x ENTRY SAMPLE

Qualification	Type of shift	2 years	3 years		4 years			5 years				Total
		2nd	2nd	3rd	2nd	3rd	4th	2nd	3rd	4th	5th	
A.C.C.S.	Total	-	4	3	8	10	11	4	3	1	2	46
	Gradual	-	1	1	8	4	8	-	1	6	3	32
A.I.B.	Total	13	23	18	38	44	49	38	53	34	35	345
	Gradual	2	4	7	21	26	18	16	18	19	21	152
A.C.W.A.	Total	13	16	16	17	17	27	11	9	15	15	156
	Gradual	3	10	6	9	15	15	5	7	10	7	87
B.Sc. (Econ)	Total	5	4	7	5	9	2	3	1	3	1	40
	Gradual	1	2	1	3	3	2	2	-	-	1	15

Table R.10(a)

NUMBER OF INTERRUPTIONS x UNIT YEARS x YEARS OF ACTUAL STUDY

A.C.C.S.

Years of actual study	No. of inter-ruptions	Pass-List sample: Unit years 1	2	3	4	5	6	Total	Entry Sample: Unit years 1	2	3	4	5	6	Total
5	1														
	2														
	3														
4	1	2						2	1						1
	2														
	3														
3	1								8						8
	2														
	3														
2	1									1					1
	2														
	3														

Table R.10(b) **A. I. B.**

Years of actual study	No. of inter-ruptions	Pass-list Sample: Unit years 1	2	3	4	5	6	Total	Entry Sample: Unit years 1	2	3	4	5	6	Total
5	1	7	1					8	2						2
	2	2						2							
	3														
4	1	6	3					9	31	3					34
	2	1	1					2	1						1
	3														
3	1	1		1				2	14	10					24
	2	2	1					3	3						3
	3														
2	1			3				3	4	4	1				9
	2														
	3														

Table R.10(c)

NUMBER OF INTERRUPTIONS x UNIT YEARS x YEARS OF ACTUAL STUDY

A. C. W. A.

Years of actual study	No. of interruptions	Pass-List Sample Unit years 1	2	3	4	5	6	Total	Entry Sample Unit years 1	2	3	4	5	6	Total
5	1	7						7	1						1
	2	4						4							
	3														
4	1	7	1					8	5						5
	2	1						1							
	3														
3	1	6	1					7	14						14
	2								2						2
	3														
2	1	1	1					2	2						2
	2								4						4
	3														

Table R.10(d)

B. Sc.(Econ).

Years of actual study	No. of interruptions	Pass-List Sample Unit years 1	2	3	4	5	6	Total	Entry Sample Unit years 1	2	3	4	5	6	Total
5	1									2					2
	2														
	3														
4	1														
	2														
	3														
3	1								6						6
	2														
	3														
2	1	1						1							
	2														
	3														

Table R.11(a)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS

PASS-LIST SAMPLE

A - agree
D - disagree

	A. C. C. S.										A. I. B.									
Comments	Correspondence		Part-time		Full-time		Private tuition		Unaided		Correspondence		Part-time		Full-time		Private tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	21.34	5.33	15.63	7.81	35.71	-	-	-	20.00	40.00	19.30	6.39	15.57	9.00	-	-	75.00	-	8.21	20.15
2	21.34	5.33	7.81	18.75	7.14	28.57	-	-	40.00	-	21.23	4.58	4.04	19.03	-	-	-	75.00	6.72	11.94
3	14.67	13.33	39.06	4.69	28.57	3.57	-	-	20.00	40.00	7.96	14.23	19.26	6.11	-	-	75.00	-	10.45	14.18
4	21.34	8.00	-	25.00	10.71	25.00	-	-	-	60.00	11.82	13.90	2.65	22.61	-	-	-	75.00	2.24	26.87
5	17.33	4.00	20.31	3.13	28.57	3.57	-	-	-	20.00	14.84	7.12	19.26	4.38	-	-	25.00	50.00	-	20.90
6	4.00	16.00	9.38	15.63	10.71	21.43	-	-	20.00	20.00	5.19	17.01	9.34	13.96	-	-	25.00	75.00	10.45	14.93
7	24.00	2.67	15.63	7.81	28.57	-	-	-	-	40.00	20.63	15.30	16.03	6.92	-	-	75.00	-	6.72	16.42
8	21.34	5.33	23.44	4.69	10.71	25.00	-	-	60.00	-	16.04	8.56	20.42	5.31	-	-	75.00	25.00	17.16	10.45
9	24.00	8.00	15.63	10.94	25.00	3.57	-	-	60.00	-	23.64	2.77	11.53	10.30	-	-	100.00	-	35.08	3.73
10	10.67	13.33	14.06	12.50	21.43	10.71	-	-	40.00	20.00	[illegible]	13.03	4.50	16.26	-	-	100.00	-	20.15	9.70
11	14.67	6.67	17.19	7.81	32.14	-	-	-	-	40.00	9.55	10.01	14.30	7.73	-	-	50.00	-	-	20.90
12	16.00	6.67	23.44	3.13	21.43	10.71	-	-	-	-	17.13	9.91	17.47	6.81	-	-	75.00	25.00	22.39	4.48
13	10.67	12.00	12.50	9.38	21.43	3.57	-	-	-	20.00	7.01	11.60	10.96	9.57	-	-	75.00	-	2.99	18.66
14	20.67	-	14.06	10.94	17.86	14.45	-	-	60.00	-	24.61	2.21	12.03	11.19	-	-	50.00	50.00	41.05	0.75
15	9.33	9.33	20.31	3.13	28.57	7.14	-	-	-	20.00	14.60	7.13	7.07	5.88	-	-	50.00	25.00	-	1.79
16	16.00	6.67	-	23.44	-	32.14	-	-	40.00	-	2.17	8.44	0.58	22.38	-	-	25.00	50.00	20.90	7.46
17	9.33	9.33	21.88	6.25	35.71	-	-	-	-	40.00	8.08	12.10	22.84	2.65	-	-	50.00	25.00	1.49	24.63
18	14.67	9.33	18.75	7.81	10.71	21.43	-	-	20.00	40.00	12.67	10.13	14.53	8.54	-	-	75.00	-	15.67	14.18
Total students involved	75		64		28		2		5		827		867		5		4		134	

Table R.11(1)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS

PASS-LIST SAMPLE

A - agree
D - disagree

	A.C.W.A.										B.Sc.(Econ)									
Comments	Correspondence		Part-time		Full-time		Private tuition		Unaided		Correspondence		Part-time		Full-time		Private tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	21.02	3.30	12.42	10.89	33.82	4.41	33.33	-	8.26	15.70	13.61	5.92	15.53	2.91	27.91	4.65	-	-	12.12	3.03
2	22.96	2.16	3.37	19.17	1.47	29.41	-	33.33	4.96	9.09	15.39	2.96	1.94	20.39	2.33	20.93	-	-	9.09	3.03
3	7.61	12.39	20.40	3.83	36.77	1.47	33.33	-	8.26	15.70	16.79	5.33	23.30	1.94	30.23	4.65	-	-	9.09	-
4	18.18	6.25	0.61	22.70	16.18	13.24	33.33	-	3.31	27.27	10.65	10.06	-	20.39	4.65	20.93	-	-	3.03	6.06
5	11.25	10.68	19.63	4.76	30.88	4.41	33.33	-	-	14.05	14.20	7.69	22.33	4.85	25.58	2.33	-	-	-	-
6	4.55	15.46	11.81	10.43	5.88	22.06	33.33	-	1.65	14.05	4.73	11.24	9.71	15.53	4.65	11.63	-	-	3.03	6.06
7	20.63	2.16	13.65	7.21	27.94	4.41	-	-	9.09	11.57	15.98	4.14	16.51	4.85	25.58	2.33	-	-	15.15	-
8	18.75	3.86	19.02	6.44	13.24	19.12	-	-	29.75	4.13	21.30	2.96	20.39	1.94	18.61	9.30	-	-	18.18	6.06
9	21.25	3.18	11.35	11.50	33.82	-	-	33.33	27.27	5.79	18.94	1.18	14.56	6.80	20.93	2.33	-	-	27.27	-
10	13.30	3.98	7.67	13.19	10.29	19.12	33.33	-	24.79	6.61	16.57	1.78	13.59	9.71	13.95	9.30	-	-	24.24	6.06
11	6.25	11.02	13.96	7.82	29.41	5.88	33.33	-	-	16.53	7.69	8.28	15.53	5.83	23.26	4.65	-	-	-	-
12	19.32	2.96	17.03	5.37	11.77	11.77	33.33	-	26.45	1.65	18.34	2.37	18.45	4.85	13.95	4.65	-	-	18.18	3.03
13	7.39	10.57	11.20	7.67	33.82	4.41	33.33	-	6.61	18.18	8.28	8.88	20.39	2.91	27.91	2.33	-	-	3.03	3.03
14	24.09	2.16	12.73	9.20	10.29	19.12	-	66.66	35.54	1.65	14.79	1.18	10.68	12.62	11.63	6.98	-	-	9.09	6.06
15	10.23	6.14	15.03	6.60	29.41	7.35	33.33	-	-	16.53	6.51	7.69	20.39	1.94	30.23	2.33	-	-	-	-
16	16.71	4.32	0.46	19.48	1.47	23.53	-	-	27.27	6.61	19.53	1.78	0.97	19.42	4.65	11.63	-	-	24.24	3.03
17	5.80	12.96	22.24	3.07	36.77	4.41	33.33	-	-	20.66	7.10	10.06	19.42	1.94	25.58	2.33	-	-	-	6.06
18	15.91	6.48	13.65	7.82	7.35	16.18	-	-	27.27	5.79	15.39	4.14	18.45	3.88	9.30	11.63	-	-	12.12	6.06
Total students involved	880		652		68		3		121		169		103		43		1		33	

Table R.11(c)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS

A - agree
D - disagree

ENTRY SAMPLE

	A.C.C.S.										A.I.B.									
Comments	Correspondence		Part-time		Full-time		Private tuition		Unaided		Correspondence		Part-time		Full-time		Private tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	21.50	5.54	11.25	14.17	31.62	1.47	21.05	15.79	25.81	22.58	23.68	6.45	17.69	9.67	-	40.00	33.33	16.67	10.00	30.50
2	20.52	5.54	7.92	16.25	2.21	19.85	5.26	5.26	16.13	9.68	3.14	5.41	4.63	22.15	-	20.00	8.33	25.00	13.00	11.00
3	12.05	9.45	22.91	5.83	27.94	2.21	15.79	5.26	19.36	12.90	7.76	20.31	22.56	6.94	40.00	-	33.33	8.33	10.00	30.00
4	18.57	8.80	1.67	25.83	11.76	16.91	21.05	15.79	3.23	45.16	19.09	13.51	4.71	23.80	20.00	20.00	16.67	25.00	2.00	37.50
5	23.13	3.58	19.58	7.08	22.06	4.42	5.26	10.53	-	16.13	19.09	8.28	22.23	5.87	20.00	20.00	16.67	8.33	-	24.50
6	7.82	14.98	19.58	12.50	11.03	18.38	10.53	10.53	9.68	29.03	7.41	18.83	12.48	15.04	-	40.00	16.67	8.33	14.00	22.00
7	26.71	2.28	19.58	7.92	25.74	2.21	10.53	15.79	29.03	16.13	27.11	3.23	17.52	7.52	20.00	20.00	25.00	8.33	8.00	24.50
8	23.78	3.26	23.33	7.08	8.09	17.65	21.05	5.26	45.16	9.68	18.48	11.16	23.97	7.27	20.00	20.00	25.00	16.67	23.00	18.00
9	21.50	5.21	13.33	14.58	23.53	3.68	26.32	-	41.94	9.68	27.03	5.06	12.07	15.29	-	20.00	50.00	8.33	43.00	5.00
10	11.40	12.52	11.67	16.25	9.56	15.44	15.79	5.26	38.71	12.90	11.33	15.43	6.28	18.35	-	20.00	16.67	8.33	26.50	13.00
11	15.31	6.84	17.92	10.00	22.06	4.42	26.32	10.53	-	25.80	10.38	13.43	15.29	9.26	20.00	20.00	25.00	8.33	-	28.50
12	20.52	5.21	17.08	10.83	16.91	6.63	21.05	10.53	38.71	12.90	20.58	8.20	19.17	8.26	20.00	20.00	8.33	-	30.00	10.50
13	13.36	7.49	13.75	10.00	21.32	5.88	10.53	10.53	16.13	16.13	6.19	17.96	14.13	9.75	40.00	-	41.67	8.33	3.50	27.50
14	24.84	3.91	15.83	11.67	11.76	13.24	15.79	5.26	45.16	3.23	32.61	1.83	12.64	13.31	-	20.00	16.67	8.33	49.00	1.50
15	15.96	3.91	20.42	9.58	30.15	1.47	15.79	10.53	3.23	12.90	14.12	8.20	20.50	6.20	20.00	20.00	41.67	8.33	2.50	21.50
16	18.57	4.56	2.08	22.92	2.21	24.26	15.79	5.26	35.48	16.13	18.57	10.11	0.66	24.79	-	20.00	8.33	8.33	30.50	10.00
17	10.10	9.77	22.50	6.67	28.68	2.94	21.05	15.79	-	19.35	8.63	16.48	26.61	2.65	40.00	-	41.67	8.33	-	32.50
18	15.64	7.17	15.00	12.50	6.62	20.59	15.79	10.53	22.58	29.03	14.39	12.38	12.65	12.31	-	20.00	8.33	-	17.00	19.50
Total students involved	307		240		136		19		31		1,147		1,210		5		12		200	

Table R.11(d)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS

A- agree
D- disagree

ENTRY SAMPLE

Com-ments	A.C.W.A.										B.Sc.(Econ)									
	Correspondence		Part-time		Full-time		Private tuition		Unaided		Correspondence		Part-time		Full-time		Private tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	27.40	6.21	17.44	10.70	39.77	2.27	9.09	-	8.24	21.18	17.67	9.77	13.51	17.12	32.14	7.14	27.27	-	9.33	6.67
2	29.24	14.66	6.34	20.34	3.41	29.55	-	19.09	5.88	11.76	31.20	12.63	16.31	21.32	10.71	17.86	-	9.09	8.00	2.67
3	10.03	17.37	22.59	6.08	42.05	2.27	9.09	-	7.06	21.18	12.03	15.79	25.23	12.61	28.57	10.71	18.18	-	13.33	5.33
4	25.00	8.62	1.32	26.29	9.09	19.32	-	9.09	1.18	25.88	13.53	16.54	1.80	31.53	10.71	14.30	-	18.18	-	14.80
5	15.54	13.70	23.51	5.28	38.64	2.27	9.09	-	-	24.71	20.68	9.40	25.23	11.71	25.00	10.71	27.27	-	-	12.00
6	7.91	17.94	11.89	14.40	2.27	27.27	-	9.09	8.24	21.18	9.40	14.29	14.41	17.12	14.30	25.00	-	9.09	9.33	8.00
7	25.42	5.37	18.23	7.40	34.09	3.41	-	-	8.24	18.82	22.18	6.02	10.81	13.51	21.43	21.43	9.09	-	12.00	6.67
8	27.68	4.80	21.00	8.45	15.18	18.18	9.09		20.59	11.76	[illegible]	[illegible]	[illegible]	[illegible]	17.86	[illegible]	-	9.09	24.00	4.00
9	24.44	6.07	16.91	9.78	31.82	5.68	9.09	-	37.65	7.06	24.44	4.51	18.02	5.41	39.29	-	18.18	-	26.67	2.67
10	13.64	10.17	10.17	14.00	17.05	15.91	-	9.09	32.94	7.06	15.41	9.40	17.12	12.61	17.86	17.86	9.09	9.09	22.67	2.67
11	9.60	14.97	15.46	8.93	36.36	3.41	9.09	-	-	25.88	10.15	13.16	15.32	18.02	17.86	14.30	27.27	-	-	9.33
12	27.97	3.95	17.83	8.06	18.18	10.23	9.09	-	29.41	8.24	27.44	3.38	27.93	4.51	21.43	7.14	9.09	-	25.33	1.33
13	6.50	16.38	12.95	10.04	35.23	2.27	9.09	-	4.71	9.41	9.26	10.80	12.61	12.61	17.86	10.71	27.27	-	2.67	8.00
14	32.77	2.82	15.72	11.36	17.05	18.18	9.09	9.09	[illegible]	2.35	21.81	6.39	22.52	6.31	28.57	10.71	-	9.09	32.00	-
15	13.70	10.17	19.29	6.87	36.36	2.27	9.09	-	1.18	[illegible]	7.52	12.41	16.22	12.61	14.30	14.30	27.27	-	1.33	8.00
16	22.32	6.36	1.06	24.17	3.41	30.68	-	9.09	35.29	5.88	22.93	5.26	2.70	25.23	7.14	17.86	-	9.09	21.33	2.67
17	7.06	18.08	25.36	3.17	42.05	-	9.09	-	-	29.41	8.27	15.04	19.82	10.81	21.43	3.57	27.27	-	-	13.33
18	20.48	8.90	12.15	12.15	6.82	23.86	9.09	-	21.18	12.94	24.44	4.14	23.42	9.01	7.14	21.43	-	9.09	21.33	2.67
Total students involved	708		757		88		11		85		266		111		28		11		75	

Table R.12(a)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDYx COMMENTS x PROFESSIONAL QUALIFICATIONS v B.Sc.(Econ)

PASS-LIST SAMPLE

Com-ments	Professional										B.Sc.(Econ)									
	Correspondence		Part-time		Full-time		Private tuition		Unaided		Correspondence		Part-time		Full-time		Private-tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	20.24	4.82	14.28	9.73	33.66	2.97	44.44	-	8.46	18.46	13.61	5.92	15.53	2.91	27.91	4.65	-	-	12.12	3.03
2	22.09	3.42	3.92	19.08	2.97	27.72	-	44.44	6.54	10.39	15.39	2.96	1.94	20.39	2.33	20.93	-	-	9.09	3.03
3	8.07	13.29	20.53	5.12	33.66	1.98	44.44	-	9.62	15.39	16.79	5.33	23.30	1.94	30.23	4.65	-	-	9.09	-
4	15.36	9.92	1.71	22.74	13.86	15.84	22.22	33.33	2.69	27.69	10.65	10.06	-	20.39	4.65	20.93	-	-	3.03	6.06
5	13.17	8.74	19.46	4.49	28.71	3.96	11.11	22.22	-	18.08	14.20	7.69	22.33	4.85	25.58	2.33	-	-	-	-
6	4.82	16.20	10.36	12.57	6.93	20.79	22.22	33.33	6.54	14.62	4.73	11.24	9.71	15.53	4.65	11.63	-	-	3.03	6.06
7	20.00	2.92	15.04	7.03	26.73	2.97	33.33	-	7.69	14.62	15.98	4.14	16.51	4.85	25.58	2.33	-	-	15.15	-
8	17.00	6.11	19.96	5.75	11.88	19.80	33.33	11.11	23.85	7.31	21.30	2.96	20.39	1.94	18.61	9.30	-	-	18.18	6.06
9	22.48	3.20	11.62	12.57	29.70	0.99	44.44	11.11	31.92	4.62	18.94	1.18	14.56	6.80	20.93	2.33	-	-	27.27	-
10	11.04	11.04	6.19	14.85	12.87	15.84	55.55	-	22.69	8.46	16.57	1.78	13.59	9.71	13.95	9.30	-	-	24.24	6.06
11	2.52	10.37	14.28	7.77	28.71	3.96	33.33	-	-	19.23	7.69	8.28	15.53	5.83	23.26	4.65	-	-	-	-
12	18.16	4.48	17.44	6.06	13.86	10.89	44.44	11.11	23.85	4.23	18.34	2.37	18.45	4.85	13.95	4.65	-	-	18.18	3.03
13	7.34	12.50	11.12	8.78	28.71	1.98	44.44	-	4.62	18.46	8.28	8.83	20.39	2.91	27.91	2.33	-	-	3.03	3.03
14	24.61	2.13	12.38	10.36	11.88	16.83	22.22	44.44	38.85	1.15	14.79	1.18	10.68	12.62	11.63	6.98	-	-	9.09	6.06
15	17.22	6.90	16.36	6.06	28.71	6.93	33.33	11.11	-	17.31	6.51	7.69	20.39	1.94	13.23	2.33	-	-	-	-
16	15.53	6.33	0.51	21.23	0.99	24.75	11.11	22.22	24.23	6.92	19.53	1.78	0.97	19.42	4.65	11.63	-	-	24.24	3.03
17	7.01	12.72	22.55	2.97	35.64	2.97	33.33	11.11	6.77	23.08	7.10	10.06	19.42	1.94	25.58	2.33	-	-	-	6.06
18	14.35	3.30	14.34	8.21	7.92	16.83	33.33	-	21.15	10.77	15.39	4.14	18.45	3.88	9.30	11.63	-	-	12.12	6.06
Total students involved	1784		1583		101		9		260		169		103		43		1		33	

Table R.12(b)

PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS x PROFESSIONAL QUALIFICATIONS v B.Sc.(Econ)

ENTRY SAMPLE

Professional | B.Sc (Econ)

Comments	Correspondence		Part-time		Full-time		Private Tuition		Unaided		Correspondence		Part-time		Full-time		Private tuition		Unaided	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1	24.88	6.24	16.90	10.51	34.06	2.62	21.43	11.91	11.08	27.22	17.67	9.77	13.51	17.12	32.14	7.14	27.27	-	9.33	6.67
2	26.83	5.18	5.57	20.89	2.62	23.58	4.76	11.91	11.39	11.08	31.20	2.63	6.31	24.32	10.17	17.86	-	9.09	8.00	2.67
3	9.11	17.81	22.61	6.53	33.62	2.18	19.05	4.76	10.13	25.95	12.03	15.79	25.23	12.61	28.57	10.71	18.18	-	13.33	5.33
4	20.95	11.24	3.22	24.88	10.92	17.90	14.29	16.67	1.90	35.13	13.53	16.51	1.80	31.53	10.71	14.30	-	18.18	-	14.[illegible]
5	18.50	9.39	22.38	5.80	28.38	3.93	9.52	7.14	-	23.73	20.68	9.40	25.23	11.71	25.00	10.71	27.27	-	-	12.[illegible]
6	7.63	17.99	13.05	14.55	7.42	22.27	9.52	9.52	12.03	22.47	9.40	14.29	14.41	17.12	14.30	25.00	-	9.09	9.33	8.00
7	26.50	3.79	17.99	7.52	28.82	3.06	11.91	9.52	10.13	22.15	22.18	6.02	10.81	13.51	21.43	21.43	9.09	-	12.00	6.67
8	22.25	7.96	22.88	7.66	12.23	17.90	19.05	7.14	27.22	15.51	26.69	6.02	30.63	5.41	17.86	17.86	-	9.09	24.00	4.00
9	25.39	5.41	13.86	8.79	26.20	4.80	28.57	2.38	41.46	6.01	24.44	4.51	18.02	5.41	39.29	-	18.18	-	26.67	2.67
10	13.74	13.23	8.20	16.63	12.23	15.72	11.97	7.14	29.43	11.39	15.41	9.40	17.12	12.61	17.86	17.86	9.09	9.09	22.67	[illegible].67
11	10.82	13.00	15.63	9.24	27.51	4.37	21.43	7.14	-	27.53	10.15	13.16	15.32	18.02	17.86	14.30	27.27	-	1.33	9.33
12	22.99	6.30	18.49	8.47	17.47	8.30	14.29	4.76	30.70	10.13	27.44	3.38	27.93	4.51	21.43	7.14	9.09	-	25.33	1.33
13	7.31	15.96	13.68	9.88	27.07	4.37	19.05	7.14	6.96	21.52	5.26	18.80	12.61	12.61	17.86	10.71	27.27	-	2.67	8.00
14	31.55	2.45	14.05	12.46	13.54	15.28	14.29	7.14	48.42	1.90	21.81	6.39	22.52	6.31	28.57	10.71	-	9.09	32.00	-
15	14.25	8.23	20.07	6.80	32.31	2.18	23.81	7.14	2.22	20.89	7.52	12.41	16.22	12.61	14.30	14.30	27.27	-	1.33	8.00
16	19.80	6.09	0.95	24.38	2.62	26.64	9.52	7.14	32.28	9.49	22.93	5.26	2.70	25.23	7.14	17.86	-	9.09	21.33	2.67
17	8.33	16.05	25.74	3.26	34.06	1.75	23.81	9.52	-	30.38	8.27	15.04	19.82	10.81	21.43	3.57	27.27	-	-	13.33
18	10.56	10.50	12.73	12.28	6.55	21.83	11.97	4.76	18.67	18.67	24.44	4.14	23.42	9.01	7.14	21.43	-	9.09	21.33	2.67
Total students involved	2,162		2,207		229		42		316		266		111		28		11		75	

Table R.13(a)

RE-ARRANGED PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE x METHOD OF STUDY x COMMENTS.

Pass-List Sample.

Comment Course		Correspondence		Part-time		Full-time		Unaided private study	
		A	D	A	D	A	D	A	D
1	a	21.34	5.33	15.63	7.81	35.71	-	20.00	40.00
	b	19.30	6.39	15.57	9.00	-	-	8.21	20.15
	c	21.02	3.30	12.42	10.69	33.82	4.41	8.26	15.70
	d	13.61	5.92	15.53	2.91	27.91	4.65	12.12	3.03
2	a	21.34	5.33	7.81	18.75	7.14	28.57	40.00	-
	b	21.23	4.58	4.04	19.03	-	-	6.72	11.94
	c	22.96	2.16	3.37	19.17	1.47	29.41	4.96	9.09
	d	15.39	2.96	1.94	20.39	2.33	20.93	9.09	3.03
3	a	14.67	13.33	39.06	4.69	28.57	3.57	20.00	40.00
	b	7.96	14.23	19.26	6.11	-	-	10.45	14.18
	c	7.61	12.39	20.40	3.83	36.77	1.47	8.26	15.70
	d	16.79	5.33	23.30	1.94	30.23	4.65	9.09	-
4	a	21.34	8.00	-	25.00	10.71	25.00	-	60.00
	b	11.82	13.99	2.65	22.61	-	-	2.24	26.87
	c	18.18	6.25	0.61	22.70	16.18	13.24	3.31	27.27
	d	10.65	10.06	-	20.39	4.65	20.93	3.03	6.06
5	a	17.33	4.00	20.31	3.13	28.57	3.57	-	40.00
	b	14.84	7.12	19.26	4.38	-	-	-	20.90
	c	11.25	10.68	19.63	4.76	30.88	4.41	-	14.05
	d	14.20	7.69	22.33	4.85	25.58	2.33	15.15	-
6	a	4.00	16.00	9.38	15.63	10.71	25.00	20.00	20.00
	b	5.19	17.01	9.34	13.96	-	-	6.72	16.42
	c	4.55	15.46	11.81	10.43	5.88	22.06	1.65	14.05
	d	4.73	11.24	9.71	15.53	4.65	11.63	18.18	6.06
7	a	24.00	2.67	15.63	7.81	28.57	3.57	-	40.00
	b	20.63	15.80	16.03	6.92	-	-	17.16	10.45
	c	20.68	2.16	13.65	7.21	27.94	4.41	9.09	11.57
	d	15.98	4.14	16.51	4.85	25.58	2.33	27.27	-
8	a	21.34	5.33	23.44	4.69	10.71	21.43	60.00	-
	b	16.04	8.56	20.42	5.31	-	-	35.08	3.73
	c	18.75	3.86	19.02	6.44	13.24	19.12	29.75	4.13
	d	21.30	2.96	20.39	1.94	18.61	9.30	24.24	6.06
9	a	24.00	8.00	15.63	10.94	28.57	-	60.00	-
	b	23.64	2.77	11.53	13.50	-	-	20.15	9.70
	c	21.25	3.18	11.35	11.50	33.82	-	27.27	5.79
	d	18.94	1.18	14.56	6.80	20.93	2.33	-	-

Table R.13(a) cont.

Comment	Course	Correspondence A	Correspondence D	Part-time A	Part-time D	Full-time A	Full-time D	Unaided private study A	Unaided private study D
10	a	10.67	13.33	14.06	12.50	21.43	10.71	40.00	20.00
	b	8.69	13.03	4.50	16.26	-	-	20.15	9.70
	c	13.30	8.98	7.67	13.19	10.29	19.12	24.79	6.61
	d	16.57	1.78	13.59	9.71	13.95	9.30	24.24	6.06
11	a	14.67	6.67	17.19	7.81	32.14	-	-	40.00
	b	9.53	10.01	14.30	[illegible]	-	-	-	20.90
	c	6.25	11.02	13.96	7.82	29.41	5.88	-	16.53
	d	7.69	8.28	15.53	5.83	23.26	4.65	-	-
12	a	16.00	6.67	23.44	3.13	21.43	10.71	-	-
	b	17.13	5.91	17.42	6.81	-	-	22.39	4.48
	c	19.32	2.96	17.03	5.37	11.77	11.77	26.45	1.65
	d	18.34	2.37	18.45	4.85	13.95	4.65	18.18	3.03
13	a	10.67	12.00	12.50	9.38	21.43	3.57	-	20.00
	b	7.00	14.60	10.96	9.57	-	-	2.99	18.66
	c	7.39	10.57	11.20	7.67	33.82	4.41	6.61	18.18
	d	8.28	8.88	20.39	2.91	27.91	2.33	3.03	3.03
14	a	30.67	-	14.06	10.94	17.86	14.45	60.00	-
	b	24.61	2.29	12.00	11.19	-	-	41.05	0.75
	c	24.09	2.16	12.73	9.20	10.29	19.12	35.54	1.65
	d	14.79	1.18	10.68	12.62	11.63	6.98	9.09	6.06
15	a	9.33	9.33	20.31	3.13	28.57	7.14	-	20.00
	b	14.60	7.48	17.07	5.88	-	-	-	1.79
	c	10.23	6.14	15.03	6.60	29.41	7.35	-	16.53
	d	6.51	7.69	20.39	1.94	30.23	2.33	-	-
16	a	16.00	6.67	-	23.44	-	32.14	40.00	-
	b	2.17	8.44	0.58	22.38	-	-	20.90	7.46
	c	16.71	4.32	0.46	19.48	1.47	23.53	27.27	6.61
	d	19.53	1.78	0.97	19.42	4.65	11.63	24.24	3.03
17	a	9.33	9.33	21.88	6.25	35.71	-	-	40.00
	b	8.08	12.79	22.84	2.65	-	-	1.49	24.63
	c	5.80	12.96	22.24	3.07	36.77	4.41	-	20.66
	d	7.10	10.06	19.42	1.94	25.58	2.33	-	6.06
18	a	14.67	9.33	18.75	7.81	10.71	21.43	20.00	40.00
	b	12.67	10.13	14.53	8.54	-	-	15.67	14.18
	c	15.91	6.48	13.65	7.82	7.35	16.18	27.27	5.79
	d	15.39	4.14	18.45	3.88	9.30	11.63	12.12	6.06

a = A.C.C.S.
b = A.I.B.
c = A.C.W.A.
d = B.Sc.(Econ.)
A = Agree
D = Disagree

Table R.13(c)

RE-ANALYSIS PERCENTAGE DISTRIBUTION OF AGREE/DISAGREE REACTION TO STUDY COMMENTS.

Entry Sample

Comment Course		Correspondence A	Correspondence D	Part-time A	Part-time D	Full-time A	Full-time D	Unaided private study A	Unaided private study D
1	a	21.50	5.54	11.25	14.17	31.62	1.47	25.81	22.58
	b	23.68	6.15	17.69	9.67	-	40.00	10.00	30.50
	c	27.40	6.21	17.44	10.70	39.77	2.27	8.24	21.18
	d	17.67	9.77	15.51	17.12	32.14	7.14	9.33	6.67
2	a	12.52	5.54	7.92	16.25	2.21	19.85	16.13	9.68
	b	3.14	5.41	4.63	22.15	-	20.00	13.00	11.00
	c	29.24	4.66	6.34	20.34	3.41	29.55	5.88	11.76
	d	31.20	2.63	6.21	24.32	10.71	17.86	8.00	2.67
3	a	12.05	9.45	22.91	5.83	27.94	2.21	19.36	12.90
	b	7.75	20.31	22.56	6.94	40.00	-	10.00	30.00
	c	10.03	17.37	22.59	6.08	42.05	2.27	7.06	21.18
	d	12.03	15.79	25.23	12.61	28.57	10.71	13.33	5.33
4	a	18.57	8.80	1.67	25.83	11.76	16.91	3.23	45.16
	b	19.09	13.51	4.71	23.80	20.00	20.00	2.00	37.50
	c	25.00	8.62	1.32	26.29	9.09	19.32	1.18	25.88
	d	13.53	16.54	1.80	31.53	10.71	14.30	-	14.80
5	a	23.13	3.58	19.58	7.08	22.06	4.42	-	16.13
	b	19.09	8.28	22.23	5.87	20.00	20.00	-	24.50
	c	15.54	13.10	23.51	5.28	38.64	2.27	-	24.71
	d	20.68	9.40	25.23	11.71	25.00	10.71	-	12.00
6	a	7.82	14.98	19.58	12.50	11.03	18.38	9.68	29.03
	b	7.41	18.83	12.48	15.04	-	40.00	14.00	22.00
	c	7.91	17.94	11.89	14.40	2.27	27.27	8.24	21.18
	d	9.40	14.29	14.41	17.12	14.30	25.00	9.33	8.00
7	a	26.71	2.28	19.58	7.92	25.74	2.21	29.03	16.13
	b	27.11	3.23	17.52	7.52	20.00	20.00	8.00	24.50
	c	25.42	5.37	18.23	7.40	34.09	3.41	8.24	18.82
	d	22.18	6.02	10.81	13.51	21.43	21.43	12.00	6.67
8	a	23.78	3.26	23.33	7.08	8.09	17.65	45.16	9.68
	b	18.48	11.16	23.97	7.27	20.00	20.00	23.00	18.00
	c	27.68	4.80	21.00	8.45	18.18	18.18	30.59	11.76
	d	26.69	6.02	30.63	5.41	17.86	17.86	24.00	4.00
9	a	21.50	5.21	13.33	14.58	23.53	3.68	41.94	9.68
	b	27.03	5.06	12.07	15.29	-	20.00	43.00	5.00
	c	24.44	6.07	16.91	9.78	31.82	5.68	37.65	7.06
	d	24.44	4.51	18.02	5.41	39.29	-	26.67	2.67

Table R.13(c) cont.

Statement	Course	Correspondence		Part-time		Full-time		Unaided private study	
		A	D	A	D	A	D	A	D
10	a	11.40	12.52	11.67	16.25	9.56	15.44	38.71	12.90
	b	11.33	15.43	6.28	18.35	-	20.00	26.50	13.00
	c	18.64	10.17	10.17	14.00	17.05	15.91	32.94	7.06
	d	15.41	9.40	17.12	12.61	17.86	17.86	22.67	2.67
11	a	15.31	6.84	17.92	10.00	22.06	4.42	-	25.80
	b	10.38	13.43	15.29	9.26	20.00	20.00	-	28.50
	c	9.60	14.97	15.46	8.98	36.36	3.41	-	25.88
	d	10.15	13.16	15.32	10.02	17.86	14.30	-	9.33
12	a	20.52	5.21	17.08	10.83	16.91	6.63	38.71	12.90
	b	20.58	8.20	19.17	8.26	20.00	20.00	30.00	10.50
	c	27.97	3.95	17.83	8.06	18.18	10.23	29.41	8.24
	d	24.44	3.38	27.93	4.51	21.43	7.14	25.33	1.33
13	a	13.36	7.49	13.75	10.00	21.32	5.88	16.13	16.13
	b	6.19	17.96	14.13	9.75	40.00	-	6.50	27.50
	c	6.50	16.38	12.95	10.04	35.23	2.27	4.71	9.41
	d	5.26	18.80	12.61	12.61	17.86	10.71	2.67	8.00
14	a	24.84	3.91	15.83	11.67	11.76	13.24	45.16	3.23
	b	32.61	1.83	12.64	13.31	-	20.00	49.00	1.50
	c	32.77	2.82	15.72	11.36	17.05	18.18	48.24	2.35
	d	21.81	6.39	22.52	6.31	28.57	10.71	32.00	-
15	a	15.96	3.91	20.42	9.58	30.15	1.74	3.23	12.90
	b	14.12	8.20	20.50	6.20	20.00	20.00	2.50	21.50
	c	13.70	10.17	11.29	6.87	36.36	2.27	1.18	22.35
	d	7.52	12.41	16.22	12.61	14.30	14.30	1.33	8.00
16	a	18.57	4.56	2.08	22.92	2.21	24.26	35.48	16.13
	b	18.57	10.11	0.66	24.79	-	20.00	30.50	10.00
	c	22.32	6.36	1.06	24.17	3.41	30.68	35.29	5.88
	d	22.93	5.26	2.70	25.23	7.14	17.86	21.33	2.67
17	a	10.10	9.77	22.50	6.67	28.68	2.94	-	19.35
	b	8.63	16.48	26.61	2.65	40.00	-	-	32.50
	c	7.06	18.08	25.36	3.17	42.05	-	-	29.41
	d	8.27	15.04	19.82	10.81	21.43	3.57	-	13.33
18	a	15.64	7.17	15.00	12.50	6.62	20.59	22.58	29.09
	b	14.39	12.38	12.65	12.31	-	20.00	17.00	19.50
	c	20.48	8.90	12.15	12.15	6.82	23.86	21.18	12.94
	d	24.44	4.14	23.42	9.01	7.14	21.43	21.33	2.67

a = A.C.C.S.

b = A.I.B.

c = A.C.W.A.

d = B.Sc.(Econ.)

A = Agree

D = Disagree

Table **R.14**

MAIN METHOD OF STUDY x SAMPLE x COURSE

	Pass-List Sample					Entry Sample					
Main Method	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc. (Econ)	Total	A.C.C.S.	A.I.B.	A.C.W.A.	B.Sc. (Econ)	Total	Grand Total
Correspondence	19	152	163	32	366	74	257	175	88	594	960
Part-time	13	161	107	19	300	56	266	194	24	540	840
Full-time	9	1	17	14	41	43	1	30	12	86	127
Private Tuition	-	1	-	-	1	3	-	-	1	4	5
Self Study	1	21	22	11	55	11	44	16	26	97	152
No information	-	-	-	-	-	1	2	3	-	6	6
TOTAL	42	336	309	76	763	188	570	418	151	1,327	2,090

Table [illegible]

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR PASS- LIST SAMPLE

Statements	A.G.C.S A	X	D	Y	A.I.B. A	X	D	Y
1	38.88	16.66	44.44	-	35.37	17.69	42.18	4.76
2	83.33	5.55	11.11	-	89.80	5.44	4.08	0.68
3	77.77	11.11	5.55	5.55	87.76	3.40	4.08	4.76
4	61.11	11.11	5.55	22.22	21.09	19.73	14.29	44.90
5	72.22	11.11	16.66	-	74.15	8.16	17.01	0.68
6	33.33	16.66	27.77	22.22	29.25	14.97	36.73	19.05
7	94.44	5.55	-	-	91.16	2.72	4.76	1.36
8	72.22	11.11	11.11	5.55	61.22	10.20	27.89	0.68
9	77.77	5.55	11.11	5.55	76.87	4.08	17.01	2.04
10	27.77	11.11	55.55	5.55	21.09	8.84	59.18	10.88
11	16.66	5.55	66.66	11.11	21.77	4.76	69.39	4.08
12	16.66	16.66	55.55	11.11	24.49	27.89	38.10	9.52
13	33.33	33.33	16.66	16.66	37.41	23.81	35.37	3.40
14	61.11	5.55	27.77	5.55	55.78	8.84	31.97	3.40
15	11.11	27.77	44.44	16.66	20.41	14.29	48.98	16.33
16	88.88	11.11	-	-	87.76	2.72	7.48	2.04
17	11.11	50.00	33.33	5.55	13.61	21.77	53.06	11.57
18	44.44	16.66	16.66	22.22	30.61	22.45	23.13	23.81
Total students involved	18				147			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table [illegible](b)

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR PASS-LIST SAMPLE

Statements	A.C.M.A.				B.Sc.(Econ)			
	A	X	D	Y	A	X	D	Y
1	37.50	17.50	38.13	6.88	48.39	16.13	19.36	16.13
2	85.00	9.38	5.63	--	90.32	9.68	-	--
3	84.38	3.75	8.75	3.13	96.77	3.23	-	-
4	26.38	23.13	14.38	35.63	35.48	25.81	22.58	16.13
5	79.38	7.50	12.50	0.63	54.84	16.13	25.81	3.23
6	18.75	16.25	55.63	9.38	35.48	16.13	41.94	6.45
7	86.25	5.63	6.88	1.25	41.94	12.90	32.26	12.90
8	66.88	18.13	13.75	1.25	54.84	16.13	29.03	-
9	72.50	7.50	5.63	0.63	93.55	3.23	3.23	-
10	19.38	5.63	61.25	13.75	19.36	19.36	54.84	6.45
11	25.63	4.38	64.38	5.63	61.29	6.45	32.26	-
12	13.75	26.88	54.38	5.00	16.13	29.03	45.16	9.68
13	34.38	25.00	38.13	2.50	41.94	29.03	22.58	6.45
14	31.25	16.88	48.13	3.75	35.48	22.58	41.94	-
15	12.50	12.50	60.00	15.00	29.03	19.36	38.71	12.90
16	83.75	6.88	6.88	2.50	51.61	12.90	16.13	19.36
17	9.38	21.88	60.63	8.13	16.13	32.26	38.71	12.90
18	13.75	34.38	33.75	18.13	32.26	19.36	41.94	6.45
Total students involved	160				31			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table B.13(e)

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR PASS-LIST SAMPLE

TOTAL
(all qualifications combined)

Statements	A	X	D	Y
1	37.64	17.42	38.48	6.46
2	87.36	7.58	4.78	0.28
3	86.52	3.93	5.90	3.65
4	26.97	21.35	14.61	37.08
5	7.30	8.71	15.73	0.84
6	25.28	15.73	45.23	13.76
7	84.83	5.06	7.87	2.25
8	63.76	14,33	20.79	1.12
9	76.41	5.62	16,57	1.41
10	20.51	8.43	59,55	11.52
11	26.69	4.78	63.76	4.78
12	18.54	26.97	46.91	7.58
13	36.24	25.28	34.55	3.93
14	43.26	13.48	39.89	3.37
15	17.14	14.61	52.81	15.45
16	82,87	5.90	7.59	3.65
17	11.80	24.16	54.21	9.83
18	23.88	27.25	29.21	19.66
Total students involved	356			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table 1.15(c)

STATEMENTS x PART-TIME METHOD x CHOICE

FOR PASS-LIST SAMPLE

Statements	N.C.C.S.				A. I. B.			
	A	X	D	Y	A	X	D	Y
1	58.33	25.00	16.67	-	75.16	8.70	15.53	0.62
2	91.67	..	8.34	..	90.06	6.83	3.11	-
3	100.00	..	-	-	83.23	4.97	8.08	3.73
4	66.66	8.34	25.00	-	30.44	10.56	6.21	52.80
5	33.33	16.67	50.00	-	53.42	19.88	33.88	1.24
6	83.33	16.67	-	-	91.93	3.11	4.35	4.35
7	75.00	16.67	8.34	-	84.47	4.97	10.56	-
8	41.67	16.67	33.33	8.34	41.62	24.85	29.19	4.35
9	25.00	41.67	33.33	-	52.17	16.15	29.19	2.48
10	75.00	8.34	16.67	-	80.12	9.32	9.94	0.62
11	16.67	33.33	41.67	8.34	38.51	7.45	45.34	8.70
12	16.67	16.67	58.33	8.34	39.13	22.98	37.89	-
13	91.67	8.34	..	-	83.85	8.08	6.21	1.86
14	58.33	16.67	25.00	-	61.49	13.67	21.74	3.11
15	16.67	16.67	66.67	-	11.18	18.63	67.70	2.48
16	91.67	-	8.34	-	83.23	9.94	6.21	0.62
17	58.33	8.34	33.33	-	39.13	21.74	38.51	0.62
18	50.00	25.00	25.00	-	64.60	14.29	19.26	1.86
Total students involved	12				161			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table [illegible]

STATEMENTS x PART-TIME METHOD x CHOICE
FOR PASS-LIST SAMPLE

State-ments	.C.W.A.				B.Sc.(Econ)			
	A	X	D	Y	A	X	D	Y
1	79.25	8.49	7.55	4.72	94.44	--	--	5.56
2	78.30	12.26	7.55	1.89	77.78	16.67	5.56	-
3	69.81	9.43	16.98	3.77	83.33	5.56	5.56	5.56
4	53.77	8.49	11.32	26.42	66.66	11.11	11.11	11.11
5	54.72	16.04	28.30	0.94	38.89	22.22	33.33	5.56
6	92.45	4.72	2.83	--	94.44	5.56	-	--
7	71.70	11.32	15.09	1.89	83.33	11.11	5.56	-
8	37.74	26.42	33.96	1.89	27.78	33.33	27.78	11.11
9	52.83	9.43	37.74	-	50.00	5.56	27.78	16.67
10	80.19	8.49	10.38	0.94	88.89	11.11	--	-
11	42.45	8.49	42.45	6.60	66.66	11.11	11.11	11.11
12	31.13	22.64	46.23	--	61.11	33.33	-	5.56
13	85.85	10.38	2.83	0.94	66.66	27.78	5.56	-
14	42.45	21.70	32.08	3.77	77.78	11.11	11.11	-
15	15.09	17.93	60.38	6.60	27.78	33.33	33.33	5.56
16	83.96	12.26	2.83	0.94	88.89	11.11	-	-
17	50.94	19.81	29.25	-	94.44	5.56	-	-
18	61.32	20.76	16.04	1.89	83.33	16.67	-	-
Total students involved	106				18			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table [illegible]

STATEMENTS x PART-TIME METHOD x CHOICE
FOR PASS-LIST SAMPLE

T O T A L
(all qualifications combined)

Statements	A	X	D	Y
1	77.10	8.75	11.79	2.36
2	85.19	9.09	5.05	0.67
3	79.13	6.40	10.77	3.70
4	42.42	9.76	9.09	38.72
5	52.19	18.52	27.95	1.34
6	91.92	4.38	3.37	0.34
7	79.46	8.08	11.79	1.34
8	39.39	25.59	30.98	4.04
9	51.18	14.14	32.32	2.36
10	80.47	9.09	9.76	0.67
11	40.74	9.09	42.09	8.08
12	36.70	25.84	39.39	0.67
13	83.84	10.10	4.71	1.34
14	55.56	16.50	24.92	3.03
15	13.81	19.19	62.96	4.04
16	84.18	10.44	4.71	0.67
17	47.48	19.53	32.66	0.34
18	63.97	17.17	17.17	1.68
Total students involved	297			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table R.16(a)

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR ENTRY SAMPLE

	A.C.C.S.				A.I.B.			
Statements	A	X	D	Y	A	X	D	Y
1	47.89	15.49	35.21	1.41	25.49	16.47	50.59	7.45
2	90.14	5.63	-	4.23	91.37	4.31	3.14	1.18
3	88.73	-	5.63	5.63	81.18	4.71	5.88	7.58
4	47.89	16.90	15.49	19.72	22.75	16.86	15.69	44.71
5	73.24	8.45	12.68	5.63	72.16	13.73	11.37	2.75
6	38.03	22.54	25.35	14.09	25.88	15.69	40.39	18.04
7	91.55	2.82	4.23	1.41	84.71	5.49	7.06	2.75
8	61.97	19.72	14.09	4.23	50.98	20.78	26.28	1.96
9	70.42	7.04	18.31	4.23	78.82	6.28	11.37	3.53
10	19.72	12.68	54.93	12.68	16.08	10.98	64.31	8.63
11	30.99	18.31	49.30	1.41	23.92	6.28	65.49	4.31
12	28.17	28.17	36.62	7.04	20.39	29.02	40.00	10.59
13	42.25	32.39	25.35	-	43.53	25.88	27.45	3.14
14	53.52	8.45	32.39	5.63	46.28	16.47	29.80	7.45
15	26.76	25.35	32.39	15.49	15.29	13.33	54.90	16.47
16	92.96	2.82	2.82	1.41	85.10	5.49	6.28	3.14
17	19.72	32.39	42.25	5.63	9.42	26.67	49.02	14.90
18	30.99	39.44	16.90	12.68	27.84	29.80	23.92	18.43
Total students involved	71				255			

A -- agree
D -- disagree
X -- cannot decide
Y - does not apply

Table R.16(b)

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR ENTRY SAMPLE

Statements	A.C.W.A.				B.Sc.(Econ)			
	A	X	D	Y	A	X	D	Y
1	32.56	17.44	42.44	7.56	37.35	16.87	31.33	14.46
2	83.14	5.81	9.88	1.16	75.90	12.05	8.43	3.61
3	79.65	2.33	12.79	5.23	74.70	6.02	14.46	4.82
4	25.00	23.26	16.86	34.88	30.12	2.77	13.25	28.92
5	68.02	7.45	17.44	3.49	60.24	14.46	21.69	3.61
6	19.19	14.54	51.74	14.54	14.46	21.69	46.99	16.87
7	79.65	5.81	12.79	1.74	34.94	13.25	40.96	10.84
8	56.98	12.79	29.65	0.58	44.58	19.28	33.74	2.41
9	66.28	12.21	20.35	1.16	66.27	14.46	14.46	4.82
10	12.79	11.63	66.28	9.30	12.05	22.89	56.63	8.43
11	22.67	6.40	65.70	5.23	65.06	4.82	27.71	2.41
12	10.47	23.26	56.40	9.88	20.48	39.76	33.74	6.02
13	36.63	26.16	32.56	4.65	56.63	28.92	10.84	3.61
14	29.07	11.05	55.23	4.65	45.78	15.66	32.53	6.02
15	8.14	14.53	61.63	15.70	6.02	20.48	51.81	21.69
16	80.81	5.23	12.79	1.16	48.19	9.64	27.71	14.46
17	8.72	19.77	62.79	8.72	4.82	32.53	53.01	9.64
18	17.44	28.49	34.30	19.77	21.69	30.12	27.71	20.48
Total students involved	172				83			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table II.16(c)

STATEMENTS x CORRESPONDENCE METHOD x CHOICE FOR ENTRY SAMPLE

TOTAL

(all qualifications combined)

Statements	A	X	D	Y
1	32.01	16.70	43.55	7.75
2	86.58	6.02	5.51	1.89
3	80.72	3.61	9.12	6.54
4	27.54	20.31	15.66	36.49
5	69.36	12.39	14.80	3.44
6	23.75	17.04	42.86	16.35
7	76.94	6.37	13.25	3.44
8	53.18	18.07	26.85	1.89
9	72.29	9.29	15.32	3.10
10	14.97	13.08	62.65	9.29
11	30.29	7.57	58.18	3.96
12	18.42	28.74	43.55	9.29
13	43.20	27.19	26.33	3.27
14	42.00	13.77	38.04	6.20
15	13.25	16.18	53.70	16.87
16	79.52	5.68	10.84	3.96
17	9.81	26.16	52.84	11.19
18	24.27	30.64	26.68	18.42
Total students involved	581			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table R.16(d)

STATEMENTS x PART-TIME METHOD x CHOICE FOR ENTRY SAMPLE

Statements	A.C.C.S. A	X	D	Y	A.T.B. A	X	D	Y
1	64.29	14.29	19.64	1.79	66.17	10.53	21.81	1.50
2	85.71	8.93	5.36	-	82.71	8.65	8.65	-
3	75.00	7.14	10.71	7.14	80.83	5.26	11.65	2.26
4	50.00	19.64	5.36	25.00	37.22	13.53	7.14	42.11
5	64.29	10.71	19.64	5.36	46.62	18.05	31.20	4.14
6	91.07	1.79	7.14	-	66.84	4.51	7.90	0.75
7	78.57	8.93	10.71	1.79	82.33	8.27	9.02	0.38
8	44.64	28.57	25.00	1.79	37.97	22.93	36.09	3.01
9	53.57	12.50	32.14	1.79	47.74	7.52	43.99	0.75
10	69.64	8.93	16.07	5.36	81.58	7.52	9.40	1.50
11	44.64	14.29	32.14	8.93	39.10	13.16	42.11	5.64
12	39.29	28.57	30.36	1.79	33.84	19.55	45.49	1.13
13	91.07	3.57	5.36	-	77.44	13.16	7.90	1.50
14	66.07	7.14	23.21	3.57	57.90	12.03	28.20	1.88
15	32.14	16.07	51.79	-	18.80	17.67	60.15	3.38
16	80.36	5.36	10.71	3.57	88.72	6.39	4.89	-
17	50.00	19.64	23.21	7.14	38.72	22.18	38.72	0.38
18	66.07	17.86	14.29	1.79	63.91	19.92	15.41	0.75
Total students involved	56				266			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table R.16(e)

STATEMENTS x PART-TIME METHOD x CHOICE FOR ENTRY SAMPLE

Statements	A.C.W...				B.Sc.(Econ)			
	A	X	D	Y	A	X	D	Y
1	58.25	18.04	23.71	--	58.33	25.00	16.67	-
2	69.59	12.89	17.53	--	54.17	20.83	20.83	4.17
3	77.84	5.67	13.92	2.58	70.83	8.33	12.50	8.33
4	57.22	10.31	8.12	24.23	45.83	12.50	20.83	20.83
5	54.12	13.40	29.90	2.58	16.67	25.00	37.50	20.83
6	91.24	5.16	3.61	-	83.33	4.17	8.33	4.17
7	79.38	9.14	16.50	-	62.50	12.50	20.83	4.17
8	38.14	26.80	34.38	1.03	3.75	20.83	41.67	-
9	48.45	9.28	41.75	0.52	25.00	4.17	62.50	8.33
10	81.96	3.61	13.92	0.52	54.17	25.00	16.67	4.17
11	43.30	11.86	41.75	3.09	45.83	12.50	20.83	20.83
12	27.84	27.32	44.33	0.52	25.00	8.33	54.17	12.50
13	79.38	15.46	4.12	1.03	58.33	12.50	25.00	4.17
14	46.39	11.86	40.21	1.55	41.67	20.83	29.17	8.33
15	19.59	13.40	61.86	5.16	20.83	12.50	54.17	12.50
16	84.02	12.89	2.58	0.52	66.67	20.83	8.33	4.17
17	43.81	20.92	34.02	1.03	54.17	16.67	29.17	-
18	59.28	20.62	20.10	-	45.83	29.17	20.83	4.17
Total students involved	194				24			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table I.16(f)

STATEMENTS x PART-TIME METHOD x CHOICE FOR ENTRY SAMPLE

TOTAL

Statements	A	X	D	Y
1	62.78	14.26	22.04	0.93
2	77.04	10.74	12.04	0.19
3	78.70	5.74	12.41	3.15
4	46.11	12.96	7.96	32.96
5	49.82	15.93	9.82	4.44
6	88.71	4.44	4.44	0.56
7	80.00	8.89	12.41	0.56
8	38.70	24.82	34.44	2.04
9	47.59	8.52	42.78	1.11
10	79.26	7.04	12.04	1.67
11	41.48	10.93	40.00	5.74
12	31.85	22.78	43.89	1.48
13	78.70	12.96	7.04	1.30
14	53.89	11.85	32.04	2.22
15	20.56	15.74	59.63	4.07
16	85.19	9.26	4.82	0.74
17	42.41	21.30	35.00	1.30
18	61.67	20.37	17.22	0.74
Total students involved	540			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table R.17(a)

STATEMENTS x PROFESSIONAL QUALIFICATIONS /B.Sc.(Econ) x CHOICE FOR CORRESPONDENCE METHOD

Professional Qualifications

Statements	Pass-List Sample A	X	D	Y	Entry Sample A	X	D	Y
1	36.62	17.54	40.31	5.54	31.12	16.67	45.58	6.63
2	87.08	7.39	5.23	0.31	88.35	5.02	5.02	1.61
3	85.54	4.00	6.46	4.00	81.73	3.21	8.23	6.83
4	26.15	20.92	13.85	39.08	27.11	19.08	16.06	37.75
5	76.62	8.00	14.77	0.62	50.80	12.05	13.66	3.41
6	24.31	15.69	45.54	14.46	25.30	16.27	42.17	16.27
7	88.92	4.31	5.54	1.23	83.94	83.94	8.64	2.21
8	64.62	14.15	20.00	1.23	54.62	54.62	25.70	1.81
9	74.77	5.85	17.85	1.54	73.29	73.29	15.45	2.81
10	20.62	7.39	60.00	12.00	15.46	8.43	63.66	9.44
11	23.39	4.62	6.68	5.23	24.50	11.45	63.25	4.22
12	18.77	26.77	47.08	7.39	18.07	6.02	45.18	9.84
13	35.69	24.92	35.69	3.69	40.96	26.91	28.92	3.21
14	44.00	12.62	39.69	3.69	41.37	26.91	38.96	6.23
15	16.00	14.15	52.92	16.92	14.46	13.45	54.02	16.06
16	85.85	5.23	6.77	2.15	84.74	15.46	8.03	2.21
17	11.39	23.39	55.69	9.54	10.64	5.02	52.81	11.45
18	23.08	28.00	28.00	20.92	24.70	25.10	26.51	18.07
Total students involved	325				498			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table R.17(b)

STATEMENTS x PROFESSIONAL QUALIFICATIONS /B.Sc.(Econ) x CHOICE FOR CORRESPONDENCE METHOD

B.Sc. (Econ)

Statements	Pass-List Sample A	X	D	Y	Entry Sample A	X	D	Y
1	48.39	16.13	19.36	16.13	37.35	16.87	31.33	14.46
2	90.32	9.68	-	-	75.90	12.05	8.43	3.61
3	96.77	3.23	-	-	74.70	6.02	14.46	4.82
4	35.48	25.81	22.58	16.13	30.12	2.77	13.25	28.92
5	54.84	16.13	25.81	3.23	60.24	14.46	21.69	3.61
6	35.48	16.13	41.94	6.45	14.46	21.69	46.99	16.87
7	41.94	12.90	32.26	12.90	34.94	13.25	40.96	10.84
8	54.84	16.13	29.03	-	44.58	19.28	33.74	2.41
9	93.55	3.23	3.23	-	66.27	14.46	14.46	4.82
10	19.36	19.36	54.84	6.45	12.05	22.89	56.63	8.43
11	61.29	6.45	32.26	-	65.06	4.82	27.71	2.41
12	16.13	29.03	45.16	9.68	20.48	39.76	33.74	6.02
13	41.94	29.03	22.58	6.45	56.63	28.92	10.84	3.61
14	35.48	22.58	41.94	-	45.78	15.66	32.53	6.02
15	29.03	19.36	38.71	12.90	6.02	20.48	51.81	21.69
16	51.61	12.90	16.13	19.36	48.19	9.64	27.71	14.46
17	16.13	32.26	38.71	12.90	4.82	32.53	53.01	9.64
18	32.26	19.36	41.94	6.45	21.69	30.12	27.71	20.48
Total students involved	31				83			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table R.17(a)

STATEMENTS x PROFESSIONAL QUALIFICATIONS
B.Sc.(Econ) x CHOICE FOR
PART-TIME METHOD

Professional Qualifications

Statements	Pass-List sample				Entry sample			
	A	X	D	Y	A	X	D	Y
1	75.99	9.32	12.54	2.15	62.98	13.76	22.29	0.97
2	85.66	8.60	5.02	0.72	78.10	10.27	11.63	-
3	78.85	6.45	11.11	3.58	79.07	5.62	12.40	2.91
4	40.86	9.68	8.96	40.50	46.12	12.98	7.36	33.53
5	53.05	18.28	27.60	1.08	51.36	15.50	29.46	3.68
6	91.76	4.30	3.58	0.36	88.95	4.46	6.20	0.39
7	79.21	7.89	12.19	0.72	80.81	8.72	12.02	0.39
8	40.14	25.09	31.18	3.58	38.76	25.00	34.11	2.13
9	51.25	14.70	32.62	1.43	48.64	8.72	41.86	0.78
10	79.93	8.96	10.39	0.72	80.43	6.20	11.82	1.55
11	39.07	8.96	44.09	7.89	41.28	12.79	40.89	5.04
12	35.13	22.58	41.94	0.36	32.17	23.45	43.41	0.97
13	84.95	8.96	4.66	1.43	79.65	12.98	6.20	1.16
14	54.12	16.85	25.81	3.23	61.62	11.43	32.17	1.94
15	12.90	18.28	64.88	3.94	20.54	15.89	59.88	3.68
16	83.87	10.39	5.02	0.72	86.05	8.72	4.65	0.58
17	44.44	20.43	34.77	0.36	41.86	21.51	35.27	1.36
18	62.73	17.20	18.28	1.79	62.40	19.96	17.05	0.58
Total students involved	279				516			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table R.18(b)

STATEMENTS x PROFESSIONAL QUALIFICATIONS
/B.Sc.(Econ) x CHOICE FOR
PART-TIME [illegible]

B.Sc.(Econ)

Statements	Pass-List Sample A	Pass-List Sample X	Pass-List Sample D	Pass-List Sample Y	Entry Sample A	Entry Sample X	Entry Sample D	Entry Sample Y
1	94.44	-	-	5.56	58.33	25.00	16.67	-
2	77.78	16.67	5.56	-	54.17	20.83	20.83	4.17
3	83.33	5.56	5.56	5.56	70.83	8.33	12.50	8.33
4	66.66	11.11	11.11	11.11	45.83	12.50	20.83	20.83
5	38.89	22.22	33.33	5.56	16.67	25.00	37.50	20.83
6	94.44	5.56	-	-	83.33	4.17	8.33	4.17
7	83.33	11.11	5.56	-	62.50	12.50	20.83	4.17
8	27.78	33.33	27.78	11.11	3.75	20.83	41.67	-
9	50.00	5.56	27.78	16.67	25.00	4.17	62.50	8.33
10	88.89	11.11	-	-	54.17	25.00	16.67	4.17
11	66.66	11.11	11.11	11.11	45.83	12.50	20.83	20.83
12	61.11	33.33	-	5.56	25.00	8.33	54.17	12.50
13	66.66	27.78	5.56	-	58.33	12.50	25.00	4.17
14	77.78	11.11	11.11	-	41.67	20.83	29.17	8.33
15	27.78	33.33	33.33	5.56	20.83	12.50	54.17	12.50
16	88.89	11.11	-	-	66.67	20.83	8.33	4.17
17	94.44	5.56	-	-	54.17	16.67	29.17	-
18	83.33	16.67	-	-	45.83	29.17	20.83	4.17
Total students involved	18				24			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table R.19(a)

STATEMENTS x METHOD (CORRESPONDENCE AND PART-TIME) x PROFESSIONAL AND DEGREE QUALIFICATIONS

Professional Qualifications

Statements	Correspondence Method				Part-time Method			
	A	X	D	Y	A	X	D	Y
1	33.29	17.01	43.50	6.20	67.55	12.20	18.87	1.38
2	87.85	5.95	5.10	1.09	80.76	9.69	9.31	0.25
3	83.23	3.52	7.53	5.71	78.99	5.91	11.95	3.15
4	26.73	19.81	15.19	38.28	44.28	11.82	7.93	35.97
5	61.00	10.45	14.10	2.31	51.95	16.48	28.81	2.77
6	24.91	16.04	43.50	15.55	89.94	4.40	5.28	0.38
7	85.91	4.86	7.41	1.82	80.25	8.43	12.08	0.50
8	58.57	16.40	23.45	1.58	39.25	25.03	33.08	2.64
9	73.88	7.41	16.40	2.31	49.56	10.82	38.62	1.01
10	17.50	9.84	62.21	10.45	80.25	7.17	11.32	1.26
11	24.06	5.47	64.64	4.62	40.50	11.45	42.01	6.04
12	18.35	26.85	45.93	8.87	33.21	23.15	42.89	0.76
13	38.88	26.12	31.59	3.40	81.51	11.57	5.66	1.26
14	42.41	13.12	39.25	5.23	54.34	13.33	29.94	2.39
15	15.07	14.95	53.46	16.40	17.86	16.73	61.64	3.77
16	85.18	5.10	7.53	2.19	85.28	9.31	4.78	0.63
17	10.94	24.42	53.95	10.69	42.77	21.13	35.09	1.01
18	24.06	29.65	27.10	19.20	62.52	18.99	17.48	1.01
Total students involved	823				795			

A - agree

D - disagree

X - cannot decide

Y - does not apply

Table [illegible]

STATEMENTS x METHODS (CORRESPONDENCE AND PART-TIME) IN PROFESSIONAL AND DEGREE QUALIFICATIONS

B.Sc. (Econ)

Statements	Correspondence Method				Part-time Method			
	A	X	D	Y	A	X	D	Y
1	40.35	16.67	28.07	14.91	73.81	14.29	9.52	2.38
2	79.83	11.40	6.14	2.63	64.29	19.05	14.29	2.38
3	80.70	5.26	10.53	3.51	76.19	7.14	9.52	7.14
4	31.58	27.19	15.79	25.44	54.76	11.91	16.67	16.67
5	58.77	14.91	22.81	3.51	26.19	23.81	35.71	14.29
6	20.18	20.18	45.61	14.04	88.10	4.76	4.76	2.38
7	36.84	13.16	38.60	11.40	71.43	11.91	14.29	2.38
8	47.37	18.42	32.46	1.75	33.33	26.19	35.71	4.76
9	73.68	11.40	11.40	3.51	35.71	4.76	47.62	11.91
10	14.04	21.93	56.14	7.90	69.05	19.05	9.52	2.38
11	64.04	5.26	28.95	1.75	54.76	11.91	16.67	16.67
12	19.30	36.84	36.84	7.02	40.48	19.05	30.95	9.52
13	52.63	28.95	14.04	4.39	61.91	19.05	16.67	2.38
14	42.98	17.54	35.09	4.39	57.14	16.67	21.43	4.76
15	12.28	20.18	48.25	19.30	23.81	21.43	45.24	9.52
16	49.12	10.53	24.56	15.79	76.19	16.67	4.76	2.38
17	7.90	32.46	49.12	10.53	71.43	11.91	16.67	-
18	24.56	27.19	31.58	16.67	61.91	23.81	11.91	2.38
Total students involved	114				42			

A - agree
D - disagree
X - cannot decide
Y - does not apply

Table R.20(a)

PAID LEAVE x COURSE x SAMPLE

< = less than

> = greater than

Course	Sample	BLOCK RELEASE					1 day	½ day	Total paid leave	No paid leave	Grand Total	Paid leave as percentage of Grand Total
		< 1 week	1-4 weeks	1-3 months	> 3 months	Total						
A.C.C.S.	Pass-List	2	2	--	--	4	4	1	9	33	42	21.43
	Entry	4	2	--	--	6	20	3	29	159	188	15.43
A.I.B.	Pass-List	3	8	2	-	13	19	83	115	221	336	34.23
	Entry	12	8	1	-	21	36	176	233	337	570	40.88
A.C.W.A.	Pass-List	25	11	4	7	47	79	13	139	170	309	44.98
	Entry	19	13	2	8	42	114	31	187	231	418	44.74
B.Sc.(Econ)	Pass-List	3	6	4	1	14	4	3	21	55	76	27.63
	Entry	6	7	1	2	16	4	4	24	127	151	15.89
TOTAL		74	57	14	18	163	280	314	757	1,333	2,090	36.22

Table R.[illegible]

STUDY-LEAVE TAKEN BEFORE EXAM x SAMPLE x COURSE

Course	Sample	Leave taken before exam	Leave not taken before exam	No reply	Total	Leave taken as a % of total
A.C.C.S.	Pass-List	7	1	1	9	77.78
	Entry	13	9	7	29	44.83
A.[illegible]	Pass-List	60	41	14	115	52.17
	Entry	132	83	18	233	56.65
A.C.W.A.	Pass-List	73	51	15	139	52.52
	Entry	87	75	25	187	46.52
B.Sc. (Econ)	Pass-List	19	2	-	21	90.48
	Entry	14	10	-	24	58.33
TOTAL		405	272	80	757	53.50

Table [illegible])

PERCENTAGE OF SELF-TUITION STUDENTS x COURSE x SAMPLE

Course	Sample	No. of self-tuition students	Total students	Percentage of self-tuition students
A.C.C.S.	Pass-List	1	42	2.38
	Entry	11	188	5.85
	Pass-List	21	336	6.25
	Entry	44	570	7.72
A.C.W.A.	Pass-List	22	309	7.12
	Entry	16	418	3.83
B.Sc. (Econ)	Pass-List	11	76	14.47
	Entry	26	151	17.22
TOTAL		152	2,090	7.27

Table R.21(b)

PERCENTAGE DISTRIBUTION OF CORRESPONDENCE COURSE EXERCISES SENT FOR MARKING x COURSE x SAMPLE

Course	Sample	None or very few	About a quarter	About half	All or almost all	TOTAL percentage rounded off
A.C.C.S.	Pass-List	23.81 (5)	4.76 (1)	14.29 (3)	57.14 (12)	100.00 (21)
	Entry	25.77 (25)	10.31 (10)	22.68 (22)	41.24 (40)	100.00 (97)
A.I.B.	Pass-List	37.19 (90)	11.57 (28)	17.77 (43)	33.47 (81)	100.00 (242)
	Entry	43.04 (170)	13.92 (55)	16.96 (67)	26.08 (103)	100.00 (395)
A.C.W.A.	Pass-List	20.25 (49)	9.09 (22)	19.01 (46)	51.65 (125)	100.00 (242)
	Entry	21.48 (55)	11.33 (29)	19.14 (49)	48.05 (123)	100.00 (256)
B.Sc. (Econ)	Pass-List	4.65 (2)	2.33 (1)	11.63 (5)	81.39 (35)	100.00 (43)
	Entry	10.59 (9)	9.41 (8)	2.35 (2)	77.65 (66)	100.00 (85)
TOTAL		29.33 (405)	11.15 (154)	17.16 (237)	42.36 (585)	100.00 (1,381)

Note: figures in brackets indicate actual numbers involved.

Table R.22([illegible])

FINANCIAL HELP FOR CORRESPONDENCE STUDY x COURSE x SAMPLE

Course	Sample	Tried to obtain financial help			Total	Yes as percentage of total
		Yes	No	No answer		
A.C.C.S.	Pass-List	4	13	4	21	19.05
	Entry	26	65	6	97	26.80
A.I.B.	Pass-List	54	15	173	242	22.31
	Entry	53	75	267	395	13.42
A.C.W.A.	Pass-List	105	70	67	242	43.39
	Entry	101	23	132	256	39.45
B.Sc.(Econ)	Pass-List	16	27	--	43	37.21
	Entry	43	4	38	85	50.59
TOTAL		402	292	687	1,381	29.11

Table R.22(b)

BODY APPROACHED X GRANT OBTAINED/NOT X COURSE X SAMPLE

Course	Sample	Employer		Local Authority		Trust or Scholarship		Total Obtained	Total tried to obtain	Obtained as % of tried
		Obtained	Not Obtained	Obtained	Not Obtained	Obtained	Not Obtained			
A.C.C.S.	Pass-List	4	-	-	-	-	-	4	4	100.00
	Entry	17	5	2	1	-	1	19	26	73.08
A.I.B.	Pass-List	49	4	1	-	-	-	50	54	92.59
	Entry	45	7	-	-	1	-	46	53	86.79
A.C.W.A.	Pass-List	85	13	2	2	1	2	88	105	83.81
	Entry	82	13	4	2	-	-	86	101	85.15
B.Sc. (Econ)	Pass-List	10	2	1	2	-	1	11	16	68.75
	Entry	25	8	4	6	-	-	29	43	67.44
TOTAL		317	52	14	13	2	4	333	402	82.84

Table R.22(c)

CONDITIONAL/NON-CONDITIONAL GRANT OBTAINABLE x BODY x COURSE x SAMPLE

Course	Sample	Employer		Local authority		Trust or scholarship		TOTAL		Total obtainable	Conditional as percentage of total obtainable	Non-conditional as percentage of total obtainable
		Conditional	Non-conditional	Conditional	Non-conditional	Conditional	Non-conditional	Conditional	Non-conditional			
A.C.C.A.	Pass-List	1	3	-	-	-	-	1	3	4	25.00	75.00
	Entry	5	17	3	-	-	1	8	18	26	30.77	69.23
A.I.B.	Pass-List	7	46	-	1	-	-	7	47	54	12.96	87.04
	Entry	9	43	-	-	-	1	9	44	53	16.98	83.02
A.C.W.A.	Pass-List	43	55	-	4	-	3	43	62	105	40.95	59.05
	Entry	41	54	3	3	-	-	44	57	101	43.56	56.44
B.Sc.(Econ)	Pass-List	2	10	1	2	-	1	3	13	16	18.75	81.25
	Entry	5	28	2	8	-	-	7	36	43	16.28	83.72
TOTAL		113	256	9	18	-	6	122	280	402	30.35	69.65

Table R.43(a)

PERCENTAGE DISTRIBUTION OF MARITAL STATUS
x COURSE x SAMPLE

Course	Sample	Single	Married		Widowed or Divorced	No information	TOTAL (Percentage rounded off to 100)
			No children	with children			
A.C.C.S.	Pass-List	52.38 (22)	14.29 (6)	33.33 (14)	-	-	100.00 (42)
	Entry	47.34 (89)	13.30 (25)	38.83 (73)	0.53 (1)	-	100.00 (188)
A.I.B.	Pass-List	65.48 (220)	16.07 (54)	18.45 (62)	-	-	100.00 (336)
	Entry	84.04 (479)	6.14 (35)	9.30 (53)	-	0.53 (3)	100.00 (570)
A.C.W.A.	Pass-list	56.31 (174)	17.48 (54)	25.57 (79)	0.65 (2)	-	100.00 (309)
	Entry	68.90 (288)	12.92 (54)	18.18 (76)	-	-	100.00 (418)
B.Sc. (Econ)	Pass-List	26.32 (20)	19.74 (15)	53.95 (41)	-	-	100.00 (76)
	Entry	36.42 (55)	24.50 (37)	39.07 (59)	-	-	100.00 (151)
TOTAL		64.45 (1,347)	13.40 (280)	21.87 (457)	0.14 (3)	0.14 (3)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table R.23(b)

RESPONDENTS WITH NUMBER OF CHILDREN UNDER SIXTEEN YEARS OF AGE x COURSE x SAMPLE

Course	Sample	Number of Children					Total (with children)	No children or no answer	Grand Total	Percentage of those with children
		1	2	3	4	5 or more				
A.C.C.S.	Pass-List	8	5	-	1	-	14	28	42	33.33
	Entry	31	25	11	5	1	73	115	188	38.83
A.I.B.	Pass-List	29	25	7	-	1	62	274	336	18.45
	Entry	28	20	5	-	-	53	517	570	9.30
A.C.W.A.	Pass-List	44	29	5	-	1	79	230	309	25.57
	Entry	34	30	10	2	-	76	342	418	18.18
B.Sc.(Econ)	Pass-List	17	17	7	-	-	41	35	76	53.95
	Entry	20	27	7	4	1	59	92	151	39.07
TOTAL		211	178	52	12	4	457	1,633	2,090	21.87

Table R.24(a)

Note. Figures in brackets indicate actual numbers involved.

PERCENTAGE DISTRIBUTION BY OCCUPATIONAL CATEGORY*

x COURSE x SAMPLE

* See Appendix C.

Course	Sample	Industry (Manufacture)	Group/Civil service	Business	Service	Teaching	Others	No reply	TOTAL (Percentage rounded off)
A.C.C.S.	Pass-List	9.52 (4)	23.81 (10)	45.24 (19)	2.38 (1)	-	2.38 (1)	16.67 (7)	100.00 (42)
	Entry	20.75 (39)	26.60 (50)	14.36 (27)	11.70 (22)	1.06 (2)	14.36 (27)	11.17 (21)	100.00 (188)
A.I.B.	Pass-List	0.30 (1)	0.30 (1)	99.40 (334)	-	-	-	-	100.00 (336)
	Entry	0.53 (3)	-	98.60 (562)	-	0.18 (1)	0.18 (1)	0.53 (3)	100.00 (570)
A.C.W.A.	Pass-List	65.70 (203)	6.80 (21)	4.85 (15)	17.80 (55)	0.32 (1)	1.94 (6)	2.59 (8)	100.00 (309)
	Entry	67.94 (284)	6.22 (26)	7.66 (32)	13.16 (55)	-	3.11 (13)	1.91 (8)	100.00 (418)
B.Sc.(Econ)	Pass-List	7.90 (6)	11.84 (9)	7.90 (6)	-	53.95 (41)	1.32 (1)	17.11 (13)	100.00 (76)
	Entry	11.26 (17)	15.23 (23)	9.27 (14)	1.99 (3)	49.67 (75)	0.66 (1)	11.92 (18)	100.00 (151)
TOTAL		26.65 (557)	6.70 (140)	48.23 (1,009)	6.51 (136)	5.74 (120)	2.39 (50)	3.73 (78)	100.00 (2,090)

Table R.24(b)

PERCENTAGE DISTRIBUTION OF FATHER'S OCCUPATIONAL STATUS x COURSE x SAMPLE

Course	Sample	Non - Manual			Manual			No Response	Total (Percentage rounded off)
		I	II	III	I	II	III		
A.C.C.S.	Pass-List	2.38 (1)	14.29 (6)	4.76 (2)	16.67 (7)	7.14 (3)	- -	54.76 (23)	100.00 (42)
	Entry	5.85 (11)	15.43 (29)	13.30 (25)	3.19 (6)	0.53 (1)	-	61.70 (116)	100.00 (188)
A.I.B.	Pass-List	7.14 (24)	27.38 (92)	19.05 (64)	8.93 (30)	2.98 (10)	0.60 (2)	33.93 (114)	100.00 (336)
	Entry	7.02 (40)	24.04 (137)	31.58 (180)	9.83 (56)	2.81 (16)	0.18 (1)	24.56 (140)	100.00 (570)
A.C.W.A.	Pass-List	1.62 (5)	12.95 (40)	20.71 (64)	11.33 (35)	3.24 (10)	0.65 (2)	49.52 (153)	100.00 (309)
	Entry	5.02) (21)	21.53 (90)	13.16 (55)	20.81 (87)	6.46 (27)	0.72 (3)	32.30 (135)	100.00 (418)
B.Sc.(Econ)	Pass-List	2.63 (2)	6.58 (5)	5.26 (4)	3.95 (3)	1.32 (1)	-	80.26 (61)	100.00 (76)
	Entry	3.97 (6)	9.93 (15)	10.60 (16)	9.27 (14)	3.97 (6)	-	62.25 (94)	100.00 (151)
TOTAL		5.26 (110)	19.81 (414)	19.62 (410)	11.39 (238)	3.54 (74)	0.38 (8)	40.00 (836)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table R.25(a)

PERCENTAGE DISTRIBUTION OF THE TYPES OF LIVING ACCOMMODATION IN 1963 x COURSE x SAMPLE

Course	Sample	Parents' home	House owned/rented	Flat owned/rented	Lodgings	Hostel	Others	No reply	Total (percentage rounded off)
A.C.C.S.	Pass-List	40.48 (17)	40.18 (17)	11.91 (5)	7.14 (3)	-	-	-	100.00 (42)
	Entry	34.04 (64)	35.64 (67)	15.96 (30)	8.51 (16)	0.53 (1)	4.79 (9)	0.53 (1)	100.00 (188)
A.I.B.	Pass-List	52.68 (177)	27.68 (93)	10.71 (36)	8.33 (28)	0.30 (1)	0.30 (1)	-	100.00 (336)
	Entry	72.46 (413)	11.75 (67)	4.74 (27)	8.77 (50)	0.70 (4)	1.23 (7)	0.35 (2)	100.00 (570)
A.C.W.A.	Pass-List	44.01 (136)	33.98 (105)	11.65 (36)	7.77 (24)	0.32 (1)	2.27 (7)	--	100.00 (309)
	Entry	58.37 (244)	22.49 (94)	10.53 (44)	6.46 (27)	0.96 (4)	1.20 (5)	--	100.00 (418)
B.Sc.(Econ)	Pass-List	19.74 (15)	57.90 (44)	14.47 (11)	6.58 (5)	1.32 (1)	..	-	100.00 (76)
	Entry	21.19 (32)	53.64 (81)	13.91 (21)	1.99 (3)	3.97 (6)	3.97 (6)	1.33 (2)	100.00 (151)
TOTAL		52.54 (1,098)	27.18 (568)	10.05 (210)	7.46 (156)	0.86 (18)	1.68 (35)	0.24 (5)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table R.25(b)

PERCENTAGE DISTRIBUTION OF SUITABILITY x TYPE OF ACCOMMODATION

Type of accommodation	Very suitable	Moderately suitable	Not very suitable	Most unsuitable	No answer	TOTAL (percentage rounded off)
Parent's home	40.35 (443)	40.35 (443)	15.21 (167)	3.19 (35)	0.91 (10)	100.00 (1,098)
House rented/owned	41.83 (238)	43.76 (249)	10.72 (61)	3.16 (18)	0.53 (3)	100.00 (569)
Flat rented/owned	23.70 (50)	38.86 (82)	28.91 (61)	8.53 (18)	-	100.00 (211)
Lodgings	14.19 (22)	42.58 (66)	33.55 (52)	9.68 (15)	-	100.00 (155)
Hostel	38.89 (7)	44.44 (8)	-	16.67 (3)	-	100.00 (18)
Others	16.67 (6)	38.89 (14)	30.56 (11)	13.89 (5)	-	100.00 (36)
No reply	-	33.33 (1)	-	-	66.66 (2)	100.00 (3)
TOTAL	36.65 (766)	41.29 (863)	16.84 (352)	4.50 (94)	0.72 (15)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table R.26

DISTRIBUTION BY AGE AT 1963 x SEX x SAMPLE x COURSE

			Age																					Age Groups						
Course	Sample	Sex	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31-35	36-40	41-50	51-60	60+	No information	16-20	21-30	31-40	41-50	51-60	No information	TOTAL
A.C.C.S.	Pass-List	Male							1	1	2	3	4		2	1	2	7	4	5	1				16	11	5	1		33
		Female						1	2	2				1			1	2							7	2				9
	Entry	Male					1	4	7	5	5	5	3	6	11	13	9	43	17	16	4		2	1	68	60	16	4	2	151
		Female					4	9	7	6		2	1		1			3	2	2				4	26	5	2			37
A.I.B.	Pass-List	Male					1	1	9	46	45	38	21	31	19	19	13	66	16	3			2	1	242	82	3		2	330
		Female								2	1			1				1	1						4	2				6
	Entry	Male					9	60	97	138	69	34	18	13	16	11	15	56	2				8	9	471	58			8	546
		Female						5	3	3	4		1	1				4	3						17	7				24
A.C.W.A.	Pass-List	Male						1	2	16	46	28	25	18	20	16	21	66	30	16	1		2		193	96	16	1	2	308
		Female														1									1					1
	Entry	Male					5	18	42	47	63	37	17	25	19	18	17	58	25	15	2		5	5	303	83	15	2	5	413
		Female									1							1	3						1	4				5
B.Sc. (Econ)	Pass-List	Male								1	1	3	1	4	2	2	3	18	10	22	3				17	28	22	3		70
		Female										1							3	1	1				1	3	1	1		6
	Entry	Male							1	1	7	10	4	7	11	17	6	28	26	15	4		1		64	54	15	4	1	138
		Female							1	1			1					3	3	3			1		3	6	3		1	13
TOTAL							20	99	172	269	244	161	96	107	101	98	87	356	145	98	16		21	20	1,434	501	98	16	21	2,090

Note. Total Male = 1,989 = 95.17 % Total Female = 101 = 4.83 % Grand Total = 2,090 = 100.00 %

Table R.27

PERCENTAGE DISTRIBUTION OF AGE AT COMPLETION OF FULL-TIME EDUCATION x COURSE x SAMPLE

Note: figures in brackets indicate actual numbers involved.

Course	Sample	Age at completion of full-time education										Reject	TOTAL (percentage rounded off to 100)
		14	15	16	17	18	19	20	21	22	23		
A.C.C.S.	Pass-List	7.14 (3)	14.28 (6)	23.81 (10)	7.14 (3)	14.28 (6)	11.91 (5)	7.14 (3)	--	2.38 (1)	4.76 (2)	7.14 (3)	100.00 (42)
	Entry	6.38 (12)	4.79 (9)	15.96 (30)	12.23 (23)	11.70 (22)	10.11 (19)	5.32 (10)	3.19 (6)	2.13 (4)	1.06 (2)	27.13 (51)	100.00 (188)
A.I.B.	Pass-List	0.89 (3)	5.06 (17)	33.04 (111)	21.13 (71)	17.86 (60)	3.27 (11)	2.08 (7)	2.68 (9)	3.57 (12)	4.76 (16)	5.65 (19)	100.00 (336)
	Entry	0.53 (3)	2.28 (13)	28.07 (160)	25.09 (143)	26.14 (149)	6.14 (35)	1.05 (6)	1.58 (9)	1.23 (7)	0.70 (4)	7.19 (41)	100.00 (570)
A.C.W.A.	Pass-List	2.27 (7)	9.39 (29)	34.30 (106)	14.89 (46)	14.89 (46)	2.91 (9)	2.91 (9)	1.94 (6)	3.88 (12)	0.97 (3)	11.65 (36)	100.00 (309)
	Entry	3.59 (15)	6.94 (29)	32.78 (137)	17.94 (75)	14.83 (62)	4.31 (18)	1.44 (6)	4.31 (18)	1.91 (8)	2.87 (12)	9.09 (38)	100.00 (418)
B.Sc. (Econ)	Pass-List	5.26 (4)	3.95 (3)	22.37 (17)	7.90 (6)	9.21 (7)	5.26 (4)	--	6.58 (5)	6.58 (5)	3.95 (3)	28.95 (22)	100.00 (76)
	Entry	2.65 (4)	5.30 (8)	9.93 (15)	9.27 (14)	11.26 (17)	7.29 (11)	4.64 (7)	15.23 (23)	11.26 (17)	7.95 (12)	15.23 (23)	100.00 (151)
	TOTAL	2.44 (51)	5.46 (114)	28.04 (586)	18.23 (381)	17.66 (369)	5.36 (112)	2.30 (48)	3.64 (76)	3.16 (66)	2.58 (54)	11.15 (233)	100.00 (2,090)

Table R.23

PERCENTAGE DISTRIBUTION OF NUMBER OF G.C.E. 'O' LEVEL SUBJECTS x COURSE x SAMPLE

Course	Sample	Number of G.C.E. 'O' Levels										Rejects	Total % rounded off to 100
		None	1	2	3	4	5	6	7	8	9 & 9+		
A.C.C.S.	Pass-List	42.86 (18)	4.76 (2)	11.91 (5)	7.14 (3)	7.14 (3)	2.38 (1)	7.14 (3)	7.14 (3)	4.76 (2)	2.38 (1)	2.38 (1)	100.00 (42)
	Entry	17.02 (32)	7.45 (14)	2.13 (4)	7.98 (15)	8.51 (16)	11.17 (21)	11.70 (22)	10.11 (19)	6.38 (12)	4.79 (9)	12.77 (24)	100.00 (188)
A.I.B.	Pass-List	3.87 (13)	0.30 (1)	3.87 (13)	4.46 (15)	8.63 (29)	18.16 (61)	19.94 (67)	16.96 (57)	11.01 (37)	8.33 (28)	4.46 (15)	100.00 (336)
	Entry	3.86 (22)	0.88 (5)	1.75 (10)	4.39 (25)	11.40 (65)	18.42 (105)	20.18 (115)	15.79 (90)	12.28 (70)	8.60 (49)	2.46 (14)	100.00 (570)
A.C.W.A.	Pass-List	12.62 (39)	3.56 (11)	2.27 (7)	4.21 (13)	4.85 (15)	19.09 (59)	15.21 (47)	10.68 (33)	11.65 (36)	7.12 (22)	8.74 (27)	100.00 (309)
	Entry	11.96 (50)	1.20 (5)	3.35 (14)	4.79 (20)	7.66 (32)	22.49 (94)	13.64 (57)	13.88 (58)	10.29 (43)	5.02 (21)	5.74 (24)	100.00 (418)
B.Sc.(Econ)	Pass-List	26.32 (20)	3.95 (3)	2.63 (2)	5.26 (4)	6.58 (5)	6.58 (5)	11.84 (9)	11.84 (9)	14.47 (11)	9.21 (7)	1.32 (1)	100.00 (76)
	Entry	17.22 (26)	3.31 (5)	4.64 (7)	0.66 (1)	2.65 (4)	8.61 (13)	15.89 (24)	17.88 (27)	11.92 (18)	13.91 (21)	3.31 (5)	100.00 (151)
TOTAL		10.53 (220)	2.20 (46)	2.97 (62)	4.59 (96)	8.09 (169)	17.18 (359)	16.46 (344)	14.16 (296)	10.96 (229)	7.56 (158)	5.31 (111)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table: R.29(a)

PERCENTAGE DISTRIBUTION OF NUMBER OF G.C.E. 'O' AND 'A' LEVEL SUBJECT X COURSE X SAMPLE

Course	Sample	No G.C.E. and Rejects	G.C.E. 'O' Level Only	G.C.E. 'A' Level				Grand Total
				1	2	3	Total	
A.C.C.S.	Pass-List	45.24 (19)	50.00 (21)	2.38 (1)	-	2.38 (1)	4.76 (2)	100.00 (42)
	Entry	29.79 (56)	50.53 (95)	6.92 (13)	7.98 (15)	4.79 (9)	19.68 (37)	100.00 (188)
A.I.B.	Pass-List	8.33 (28)	64.29 (216)	6.85 (23)	9.23 (31)	11.31 (38)	27.38 (92)	100.00 (336)
	Entry	6.32 (36)	63.33 (361)	9.47 (54)	10.88 (62)	10.00 (57)	30.35 (173)	100.00 (570)
A.C.W.A.	Pass-List	21.36 (66)	57.28 (177)	6.15 (19)	7.44 (23)	7.77 (24)	21.36 (66)	100.00 (309)
	Entry	17.70 (74)	58.37 (244)	8.13 (34)	6.46 (27)	9.33 (39)	23.92 (100)	100.00 (418)
B.Sc. (Econ)	Pass-List	27.63 (21)	18.42 (14)		17.11 (13)	36.84 (28)	53.95 (41)	100.00 (76)
	Entry	20.53 (31)	17.88 (27)	0.66 (1)	9.93 (15)	50.99 (77)	61.59 (93)	100.00 (151)
TOTAL		15.84 (331)	55.26 (1,155)	6.94 (145)	8.80 (184)	13.06 (273)	28.90 (604)	100.00 (2,090)

Table R.29(b) PERCENTAGE DISTRIBUTION OF STUDENTS WITH MATHEMATICS IN G.C.E.'s X COURSE X SAMPLE

Qualification		Maths in 'O' level only	Maths in 'A' level only	Maths in 'O' & 'A' level	No information	No Maths	Total percentage rounded off
A.C.C.S.	Pass-list	26.19 (11)	-	2.38 (1)	9.52 (4)	61.91 (26)	100.00 (42)
	Entry	38.83 (73)	-	5.32 (10)	12.23 (23)	43.62 (82)	100.00 (188)
A.I.B.	Pass-list	77.08 (259)	0.30 (1)	4.17 (14)	3.57 (12)	14.88 (50)	100.00 (336)
	Entry	82.28 (469)	0.18 (1)	5.79 (33)	10.88 (62)	0.88 (5)	100.00 (570)
A.C.W.A.	Pass-list	66.67 (206)	3.24 (10)	7.12 (22)	17.48 (54)	5.50 (17)	100.00 (309)
	Entry	70.57 (295)	1.20 (5)	5.98 (25)	15.55 (65)	6.70 (28)	100.00 (418)
B.Sc.(Econ.)	Pass-list	60.53 (46)	-	6.58 (5)	13.16 (10)	19.74 (15)	100.00 (76)
	Entry	60.93 (92)	-	11.26 (17)	13.25 (20)	14.57 (22)	100.00 (151)
TOTAL		69.43 (1,451)	0.81 (17)	6.08 (127)	11.96 (250)	11.72 (245)	100.00 (2,090)

Note: Figures in brackets indicate actual numbers involved.

Table: R.30

PERCENTAGE DISTRIBUTION OF HIGHER QUALIFICATIONS
X COURSE X SAMPLE

Course	Sample	Degree/ Dip. Tech	Dip- loma	Teachers' Certificate	H.N.C. or H.N. Dip.	O.N.C. or O.N. Dip.	Final Professional qualification	No Inform- ation	Total
A.C.C.S.	Pass-List	4.76 (2)	-	7.14 (3)	4.76 (2)	11.91 (5)	47.62 (20)	23.81 (10)	100.00 (4)
	Entry	1.60 (3)	0.53 (1)	4.26 (8)	1.60 (3)	8.51 (16)	25.00 (47)	58.51 (110)	100.00 (188)
A.I.P.	Pass-List	2.68 (9)	-	0.30 (1)	-	0.30 (1)	16.67 (56)	80.06 (269)	100.00 (336)
	Entry	1.93 (11)	0.18 (11)	0.88 (5)	0.36 (2)	1.05 (6)	10.18 (58)	85.44 (487)	100.00 (570)
A.C.W.A.	Pass-List	9.39 (29)	0.32 (1)	0.32 (1)	1.30 (4)	11.65 (36)	12.30 (38)	64.73 (200)	100.00 (309)
	Entry	4.55 (19)	0.72 (3)	-	1.91 (8)	22.01 (92)	16.03 (67)	54.79 (229)	100.00 (418)
Sc. (Econ)	Pass-List	30.26 (23)	1.32 (1)	40.79 (31)	-	-	26.32 (20)	1.32 (1)	100.00 (76)
	Entry	14.57 (22)	2.65 (4)	39.74 (60)	1.33 (2)	0.66 (1)	21.19 (32)	19.87 (30)	100.00 (151)
T O T A L		5.65 (118)	0.53 (11)	5.22 (109)	1.01 (21)	7.51 (157)	16.17 (338)	63.92 (1,336)	100.00 (2,090)

Table: A.31

PERCENTAGE OF STUDENTS WHO DID NOT SIT FOR ANY EXAMINATION (OR NO INFORMATION) X YEARS OF ACTUAL STUDY X COURSE

ENTRY SAMPLE ONLY

Course	Years Of Actual Study								Total who did not sit	Those who sat	Grand Total (% rounded off to 100)
	1	2	3	4	5	6	7	8			
A.C.C.S.	7.45 (14)	1.06 (2)	1.60 (3)	2.13 (4)	0.53 (1)	1.06 (2)	-	-	13.83 (26)	86.17 (162)	100.00 (188)
A.I.P.	0.35 (2)	0.18 (1)	0.18 (1)	0.35 (2)	0.53 (3)	0.18 (1)	-	-	1.75 (10)	98.25 (560)	100.00 (570)
A.C.W.A.	4.31 (18)	3.11 (13)	0.48 (2)	0.72 (3)	-	0.24 (1)	-	-	8.85 (37)	91.15 (381)	100.00 (418)
B.Sc. (Econ)	13.91 (21)	9.93 (15)	5.30 (8)	0.66 (1)	-	-	-	-	29.80 (45)	70.20 (106)	100.00 (151)
T O T A L	4.15 (55)	2.34 (31)	1.06 (14)	0.75 (10)	0.30 (4)	0.30 (4)	-	-	8.89 (118)	91.11 (1,209)	100.00 (1,327)

Table R.32(a)

PERCENTAGE DISTRIBUTION OF NUMBER OF SITTINGS X POSITION REACHED

A.C.C.S. PASS-LIST SAMPLE

Category	No information	Number of Sittings										Total Percentage rounded off.
		1	2	3	4	5	6	7	8	9	10	
Passed Stage II	9.52 (4)		19.05 (8)	33.33 (14)	9.52 (4)	2.38 (1)	4.76 (2)	2.38 (1)				80.95 (34)
Passed some of Stage II			7.14 (3)			2.38 (1)					2.38 (1)	11.91 (5)
Passed Stage I, none in Stage II				2.38 (1)	2.38 (1)		2.38 (1)					7.14 (3)
T O T A L	9.52 (4)		26.19 (11)	35.71 (15)	11.91 (5)	4.76 (2)	7.14 (3)	2.38 (1)			2.38 (1)	100.00 (42)

Note: Figures in brackets indicate actual numbers involved.

Table R.34(b)

PERCENTAGE DISTRIBUTION OF NUMBER OF

A. C. C. S.

Years of actual study	Result	No information	Stage I - No. of sittings						TOTAL
			1	2	3	4	5	6	
5	a		1.06 (2)	0.53 (1)					1.60 (3)
	b				0.53 (1)				0.53 (1)
	c	0.53 (1)							0.53 (1)
4	a	0.53 (1)	2.13 (4)	2.13 (4)		1.06 (2)	0.53 (1)		6.38 (12)
	b			0.53 (1)	0.53 (1)				1.06 (2)
	c	0.53 (1)	0.53 (1)	0.53 (1)	0.53 (1)				2.13 (4)
3	a		1.06 (2)	1.06 (2)	0.53 (1)				2.66 (5)
	b		1.06 (2)	0.53 (1)		0.53 (1)		0.53 (1)	2.66 (5)
	c	0.53 (1)	1.06 (2)	0.53 (1)			0.53 (1)		2.66 (5)
2	a	0.53 (1)	1.06 (2)	1.06 (2)	1.06 (2)				3.72 (7)
	b								
	c	0.53 (1)	0.53 (1)	0.53 (1)	0.53 (1)				2.13 (4)
1	a		9.04 (17)	0.53 (1)					9.58 (18)
	b	0.53 (1)	1.06 (2)		0.53 (1)				2.13 (4)
	c	0.53 (1)	2.13 (4)						2.66 (5)
TOTAL	a	1.06 (2)	14.36 (27)	5.32 (10)	1.60 (3)	1.06 (2)	0.53 (1)	-	23.94 (45)
	b	0.53 (1)	2.13 (4)	1.06 (2)	1.60 (3)	0.53 (1)	-	0.53 (1)	6.38 (12)
	c	2.66 (5)	4.26 (8)	1.60 (3)	1.06 (2)	-	0.53 (1)	-	10.11 (19)

a = Entire stage passed

b = Passed some of the stage

c = Sat but passed no stage

SITTINGS x POSITION REACHED

ENTRY SAMPLE

No information	Stages I and II - No. of sittings					TOTAL	Stage I & Stage II TOTAL
	1	2	3	4	5		
0.53 (1)	0.53 (1)	2.13 (4)		0.53 (1)	1.06 (2)	4.79 (9)	6.38 (12)
5.85 (11)	1.06 (2)	2.13 (4)	1.06 (2)	0.53 (1)	0.53 (1)	11.17 (21)	11.70 (22)
							0.53 (1)
1.06 (2)	2.66 (5)	2.66 (5)				6.38 (12)	12.77 (24)
6.92 (13)	2.66 (5)	3.72 (7)	2.13 (4)	0.53 (1)	1.06 (2)	17.02 (32)	18.09 (34)
0.53 (1)						0.53 (1)	2.66 (5)
	1.60 (3)	1.60 (3)				3.19 (6)	5.85 (11)
2.13 (4)	1.06 (2)	1.06 (2)				4.26 (8)	6.92 (13)
6.92 (13)						6.92 (13)	9.58 (18)
0.53 (1)	0.53 (1)					1.06 (2)	4.79 (9)
	2.66 (5)	0.53 (1)				3.19 (6)	3.19 (6)
							2.13 (4)
	0.53 (1)					0.53 (1)	10.64 (20)
0.53 (1)						0.53 (1)	3.19 (6)
							2.66 (5)
2.13 (4)	5.85 (11)	6.38 (12)	-	0.53 (1)	1.06 (2)	15.96 (30)	39.89 (75)
15.43 (29)	7.45 (14)	7.45 (14)	3.19 (6)	1.06 (2)	1.60 (3)	36.17 (68)	42.55 (80)
7.45 (14)	-	-	-	-	-	7.45 (14)	17.55 (33)

Note: figures in brackets indicate actual numbers involved.

TOTAL percentage rounded off.

Table R.33(a)

PERCENTAGE DISTRIBUTION OF NUMBER OF SITTINGS x POSITION REACHED

A. I. B. PASS-LIST SAMPLE

Category	Number of sittings																				No information	TOTAL % rounded off
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	20+		
Passed Stage II		2.08 (7)	1.49 (5)	3.57 (12)	1.79 (6)	7.74 (26)	4.46 (15)	3.87 (13)	1.79 (6)	2.38 (8)	1.49 (5)	2.08 (7)	1.49 (5)	1.49 (5)	0.89 (3)	2.08 (7)	1.19 (4)	0.60 (2)			0.60 (2)	5.95 (20)	47.02 (158)
Some subjects in Stage II			0.60 (2)	2.08 (7)	2.38 (8)	2.08 (7)	3.27 (11)	1.49 (5)	3.57 (12)	2.98 (10)	2.98 (10)	2.38 (8)	2.98 (10)	2.08 (7)	1.49 (5)	1.49 (5)	1.79 (6)	0.30 (1)	0.89 (3)	0.30 (1)		4.76 (16)	39.88 (134)
Passed Part I None in Stage II				0.30 (1)	0.30 (1)	1.19 (4)	0.30 (1)	0.89 (3)	0.60 (2)	0.30 (1)	0.60 (2)											8.04 (27)	12.50 (42)
No information				0.30 (1)	0.30 (1)																		0.60 (2)
T O T A L		2.08 (7)	2.08 (7)	6.25 (21)	4.76 (16)	11.01 (37)	8.04 (27)	6.25 (21)	5.95 (20)	5.66 (19)	5.06 (17)	4.46 (15)	4.46 (15)	3.57 (12)	2.38 (8)	3.57 (12)	2.98 (10)	0.89 (3)	0.89 (3)	0.30 (1)	0.60 (2)	18.75 (63)	100.00 (336)

Note: Figures in brackets indicate actual numbers involved.

Table A 33(b)

PERCENTAGE DISTRIBUTION OF NUMBER

A.I.S.

Years of actual study	Result	No information	Stage 1 Number of sittings. 1	2	3	4	5	6	7	8	9	10	TOTAL
	a	0.88 (5)	-	-	0.35 (2)	0.18 (1)	1.23 (7)	0.88 (5)	1.40 (8)	0.53 (3)	-	0.70 (4)	6.14 (35)
5	b	0.18 (1)	-	0.18 (1)	0.53 (3)	1.23 (7)	1.23 (7)	0.53 (3)	0.53 (3)	0.18 (1)	-	0.70 (4)	5.26 (30)
	c	0.70 (4)	-	-	0.18 (1)	-	-	-	0.35 (2)	-	-	0.18 (1)	1.40 (8)
	a	0.53 (3)	-	0.35 (2)	1.05 (6)	1.05 (6)	0.70 (4)	0.53 (3)	1.23 (7)	0.88 (5)	-	-	6.32 (36)
4	b	0.18 (1)	0.18 (1)	0.35 (2)	0.53 (3)	2.11 (12)	0.53 (3)	1.40 (8)	0.35 (2)	0.88 (5)	-	-	6.49 (37)
	c	0.53 (3)	-	0.35 (2)	0.35 (2)	0.53 (3)	0.35 (2)	0.18 (1)	0.18 (1)	-	-	-	2.46 (14)
	a	0.18 (1)	-	-	0.88 (5)	1.23 (7)	0.18 (1)	0.35 (2)	-	-	-	-	2.81 (16)
3	b	-	0.35 (2)	0.35 (2)	1.23 (7)	0.53 (3)	0.35 (2)	0.70 (4)	-	-	-	-	3.51 (20)
	c	0.18 (1)	0.18 (1)	0.18 (1)	0.18 (1)	0.35 (2)	0.18 (1)	-	-	-	-	-	1.23 (7)
	a	-	-	0.70 (4)	0.35 (2)	0.35 (2)	-	-	-	-	-	-	1.40 (8)
2	b	-	0.35 (2)	-	0.70 (4)	1.05 (6)	-	-	-	-	-	-	2.11 (12)
	c	0.18 (1)	-	1.40 (8)	0.18 (1)	-	-	-	-	-	-	-	1.75 (10)
	a	-	0.18 (1)	-	-	-	-	-	-	-	-	-	0.18 (1)
1	b	-	0.53 (3)	-	-	-	-	-	-	-	-	-	0.53 (3)
	c	0.35 (2)	0.53 (3)	-	-	-	-	-	-	-	-	-	0.88 (5)
	a	1.58 (9)	0.18 (1)	1.05 (6)	2.63 (15)	2.81 (16)	2.11 (12)	1.75 (10)	2.63 (15)	1.40 (8)	-	0.70 (4)	16.84 (96)
TOTAL	b	0.35 (2)	1.40 (8)	0.88 (5)	2.98 (17)	4.91 (28)	2.11 (12)	2.63 (15)	0.88 (5)	1.05 (6)	-	0.70 (4)	17.90 (102)
	c	1.93 (11)	0.70 (4)	1.93 (11)	0.88 (5)	0.88 (5)	0.53 (3)	0.18 (1)	0.53 (3)	-	-	0.18 (1)	7.72 (44)

Note: Figures in brackets indicate actual numbers involved.

a = Entire stage passed

b = Passed some of the stage

c = Sat but passed no stage

[illegible] X [illegible]

[illegible] TRY S[illegible]

[illegible] ation	[illegible] Stages I and II										TOTAL	Grand total percentage rounded off.
	1	[illegible]	3	4	5	6	7		9	1[illegible]		
[illegible] (3)	-	0.18 (1)	0.18 (1)	[illegible] (3)	0.8[illegible] (5)	[illegible]	0.35 ([illegible])	[illegible] (5)	-	1.75 (10)	5.61 (32)	11.75 (67)
1.40 (8)	-	[illegible] (1)	-	[illegible] (5)	4.74 (27)	2.[illegible] ([illegible])	3.6[illegible] (21)	[illegible] (14)	1.05 (6)	3.86 (22)	18.95 (118)	25.97 (14[illegible])
-	-	-	-	-	-	-	-	-	0.35 (2)	0.35 (2)	0.70 (4)	2.11 (12)
1.05 (6)	-	-	0.18 (1)	0.53 (3)	2.63 (15)	2.63 (15)	0.53 (3)	1.40 (8)	-	-	8.95 (51)	15.26 (87)
0.53 (3)	0.18 (1)	0.18 (1)	1.05 (6)	2.28 (13)	3.16 (18)	1.75 (10)	1.93 (11)	3.50 (20)	-	-	14.56 (83)	21.05 (120)
-	-	0.18 (1)	-	-	-	-	-	0.18 (1)	-	-	0.35 (2)	2.81 (1[illegible])
-	-	0.88 (5)	2.98 (17)	0.53 (3)	-	-	-	-	-	-	4.39 (25)	7.19 (41)
0.53 (3)	0.18 (1)	0.35 (2)	1.05 (6)	-	-	-	-	-	-	-	2.11 (12)	5.61 (32)
-	-	-	-	-	-	-	-	-	-	-	-	1.23 (7)
-	-	-	-	-	-	-	-	-	-	-	-	1.40 ([illegible])
-	-	-	-	-	-	-	-	-	-	-	-	2.11 (12)
-	-	-	-	-	-	-	-	-	-	-	-	1.75 (10)
-	-	0.18 (1)	-	-	-	-	-	-	-	-	0.18 (1)	0.35 (2)
-	-	-	-	-	-	-	-	-	-	-	-	0.53 (3)
-	-	-	-	-	-	-	-	-	-	-	-	0.88 (5,
1.58 (9)	-	1.23 (7)	3.33 (19)	1.58 (9)	3.51 (20)	2.98 (17)	0.88 (5)	2.28 (13)	-	1.75 (10)	19.12 (109)	35.97 (205)
2.46 (14)	0.35 (2)	0.70 (4)	2.11 (12)	2.81 (16)	7.90 (45)	4.56 (26)	5.61 (32)	5.97 (34)	1.05 (6)	3.86 (22)	37.37 (213)	55.26 (315)
-	-	0.18 (1)	-	-	-	-	-	0.18 (1)	0.35 (2)	0.35 (2)	1.05 (6)	8.77 (50)

Table.R ([illegible])

PERCENTAGE [illegible] DISTRIBUTION OF NUMBER OF
SITTINGS X POSITION REACHED
[illegible]C.W.A. PASS-LIST SAMPLE

Category	No [illegible]	Number of Sittings																[illegible]
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	[illegible]	[illegible]
Passed Stage II			7.12 ([illegible])	2.[illegible] ([illegible])	7.12 (22)	1.9[illegible] (6)	2.[illegible] ([illegible])	0.65 ([illegible])	0.65 ([illegible])			0.32 (1)	0.[illegible] ([illegible])	[illegible]				[illegible] ([illegible])
Passed some of Stage II			3.24 (10)	[illegible] (2[illegible])	11.33 (35)	5.18 (16)	11.[illegible] (35)	[illegible] (9)	[illegible] ([illegible])	[illegible]	1.62 (5)				[illegible] ([illegible])		[illegible] (1)	[illegible] (1[illegible])
Passed Stage I, none in Stage II	4.2[illegible] (13)	3.24 (10)	5.18 (16)	6.47 (20)	2.91 (9)	1.94 (6)												[illegible] (74)
T O T A L	4.2[illegible] (13)	3.24 (10)	15.53 (48)	17.15 (53)	21.3[illegible] ([illegible])	9.06 (2[illegible])	13.92 (43)	3.56 (11)	5.50 (17)	[illegible] (6)	1.62 (5)	0.32 (1)	0.32 (1)	0.65 ([illegible])	0.65 (2)		0.32 (1)	10[illegible] (30[illegible])

Note: Figures in brackets indicate actual numbers involved.

Table R.34(b)

PERCENTAGE DISTRIBUTION OF NUMBER

A.C.I A.

Years of actual study		No information	Number of sittings – Stage I										TOTAL
			1	2	3	4	5	6	7	8	9	10	
	a	0.24 (1)	–	2.63 (11)	0.24 (1)	1.91 (8)	1.68 (7)	1.68 (7)	0.48 (2)	–	0.48 (2)	0.24 (1)	9.57 (40)
5	b	0.24 (1)	0.96 (4)	0.48 (2)	0.72 (3)	1.91 (8)	0.48 (2)	0.72 ([illegible])	–	–	–	–	5.50 (23)
	c	0.24 (1)	–	0.24 (1)	0.48 (2)	0.24 (1)	0.24 (1)	–	–	–	–	–	1.44 (6)
	a	–	–	1.20 (5)	1.44 (6)	1.44 (6)	1.20 (5)	0.96 (4)	1.20 (5)	–	–	–	7.42 (31)
4	b	0.24 (1)	0.96 (4)	2.15 (9)	1.91 (8)	2.87 (12)	1.44 (6)	1.20 (5)	0.48 (2)	–	–	–	11.24 (47)
	c	1.44 (6)	0.48 (2)	0.24 (1)	–	0.24 (1)	–	–	–	–	–	–	2.39 (10)
	a	–	–	0.48 (2)	–	0.48 (2)	0.24 (1)	0.24 (1)	–	–	–	–	1.44 (6)
3	b	–	1.68 (7)	2.15 (9)	1.68 (7)	0.48 (2)	–	–	–	–	–	–	5.98 (25)
	c	0.48 (2)	0.48 (2)	0.48 (2)	0.96 (4)	1.20 (5)	0.24 (1)	0.24 (1)	–	–	–	–	4.07 (17)
	a	–	0.48 (2)	1.20 (5)	0.96 (4)	0.24 (1)	–	–	–	–	–	–	2.87 (12)
2	b	0.48 (2)	3.11 (13)	1.91 (8)	0.48 (2)	0.24 (1)	–	–	–	–	–	–	6.22 (26)
	c	3.11 (13)	1.91 (8)	0.48 (2)	0.96 (4)	–	–	–	–	–	–	–	6.46 (27)
	a	–	0.72 (3)	–	–	–	–	–	–	–	–	–	0.72 (3)
1	b	–	1.20 (5)	–	–	–	–	–	–	–	–	–	1.20 (5)
	c	4.79 (20)	0.72 (3)	0.24 (1)	–	–	–	–	–	–	–	–	5.74 (24)
	a	0.24 (1)	1.20 (5)	5.50 (23)	2.63 (11)	4.07 (17)	3.11 (13)	2.87 (12)	1.68 (7)	–	0.48 (2)	0.24 (1)	22.01 (92)
TOTAL	b	0.96 (4)	7.90 (33)	6.70 (28)	4.79 (20)	5.50 (23)	1.91 (8)	1.91 (8)	0.48 (2)	–	–	–	30.14 (126)
	c	10.05 (42)	3.59 (15)	1.68 (7)	2.39 (10)	1.68 (7)	0.48 (2)	0.24 (1)	–	–	–	–	20.10 (84)

Note: Figures in brackets indicate actual numbers involved.

a = Entire stage passed

b = Passed some of the stage

c = Sat but passed no stage

OF SITTINGS X POSITION REACHED

ENTRY SAMPLE

No information	Number of Sittings – Stages I and II										TOTAL	Grand total percentage rounded off.
	1	2	3	4	5	6	7	8	9	10		
–	–	0.48 (2)	–	0.48 (2)	0.48 (2)	1.20 (5)	0.96 (4)	–	–	–	3.59 (15)	13.16 (55)
–	–	0.96 (4)	0.48 (2)	1.20 (5)	0.72 (3)	0.48 (2)	0.48 (2)	–	0.24 (1)	–	4.55 (19)	10.05 (42)
–	–	–	–	–	–	–	–	–	–	–	–	1.44 (6)
–	–	0.72 (3)	0.24 (1)	2.39 (10)	0.72 (3)	1.44 (6)	0.24 (1)	–	–	–	5.74 (24)	13.16 (55)
–	–	–	0.72 (3)	2.39 (10)	1.20 (5)	1.44 (6)	0.72 (3)	0.72 (3)	–	–	7.18 (30)	18.42 (77)
–	–	–	–	–	–	–	0.24 (1)	–	–	–	0.24 (1)	2.63 (11)
–	0.24 (1)	1.44 (6)	0.48 (2)	0.96 (4)	–	–	–	–	–	–	3.11 (13)	4.55 (19)
0.24 (1)	–	0.24 (1)	0.96 (4)	0.96 (4)	0.48 (2)	0.48 (2)	–	–	–	–	3.35 (14)	9.33 (39)
–	–	–	–	–	–	–	–	–	–	–	–	4.07 (17)
–	–	–	–	–	–	–	–	–	–	–	–	2.87 (12)
–	–	–	–	–	–	–	–	–	–	–	–	6.22 (26)
–	–	–	–	–	–	–	–	–	–	–	–	6.46 (27)
–	–	–	–	–	–	–	–	–	–	–	–	0.72 (3)
–	–	–	–	–	–	–	–	–	–	–	–	1.20 (5)
–	–	–	–	–	–	–	–	–	–	–	–	5.74 (24)
–	0.24 (1)	2.63 (11)	0.72 (3)	3.83 (16)	1.20 (5)	2.63 (11)	1.20 (5)	–	–	–	12.44 (52)	34.45 (144)
0.24 (1)	–	1.20 (5)	2.15 (9)	4.55 (19)	2.39 (10)	2.39 (10)	1.20 (5)	0.72 (3)	0.24 (1)	–	15.07 (63)	45.21 (189)
–	–	–	–	–	–	–	0.24 (1)	–	–	–	0.24 (1)	20.34 (85)

Table: [illegible]

PERCENTAGE DISTRIBUTION OF NUMBER OF SITTINGS AND POSITION REACHED

B.Sc. (Econ) Pass-List Sample

Category	Number Of Sittings						No Information	Total (% rounded off)
	1	2	3	4	5	6		
Passed Part II		72.37 (55)	7.89 (6)	6.58 (5)			7.89 (6)	94.74 (72)
Passed Part I and failed in Part II				1.32 (1)				1.32 (1)
Passed Part I but not sat for Part II	2.63 (2)	1.32 (1)						3.95 (3)
TOTAL	2,63 (2)	73,68 (56)	7.89 (6)	7.89 (6)			7.89 (6)	100,00 (76)

Note: Figures in brackets indicate actual numbers involved.

Table R.[illegible] (b)

Note: Figures in brackets indicate actual numbers involved.

PERCENTAGE DISTRIBUTION OF NUMBER OF SITTINGS x POSITION REACHED

B.Sc.(Econ) ENTRY SAMPLE

Years of actual study	Category	Part I No. of sittings 1	2	3	Not sat	TOTAL	Part II No. of sittings 1	2	3	TOTAL	Parts I & II TOTAL (percentage rounded off)
4	Pass	39.74 (60)				39.74 (60)	6.62 (10)			6.62 (10)	46.36 (70)
	Fail	0.66 (1)	0.66 (1)			1.33 (2)					1.33 (2)
3	Pass	19.21 (29)				19.21 (29)	5.30 (8)	2.65 (4)		7.95 (12)	27.15 (41)
	Fail	1.99 (3)				1.99 (3)					1.99 (3)
2	Pass	1.33 (2)				1.33 (2)					1.33 (2)
	Fail	3.97 (6)	0.66 (1)			4.64 (7)					4.64 (7)
1	Pass	0.66 (1)				0.66 (1)					0.66 (1)
	Fail										
Not sat					16.56 (25)	16.56 (25)					16.56 (25)
TOTAL	Pass	60.93 (92)	-	-	-	60.93 (92)	11.92 (18)	2.65 (4)	-	14.57 (22)	75.50 (114)
	Fail	6.62 (10)	1.33 (2)	-	-	7.95 (12)	-	-	-	-	7.95 (12)
	Not Sat	-	-	-	16.56 (25)	16.56 (25)	-	-	-	-	16.56 (25)

TABLE R.36.

SUMMARY OF STUDENTS' PROGRESS OVER THE PERIOD OF THE SURVEY.

(Entry sample students)

Extracted from Tables R.32(b), 33(b), 34(b), 35(b)

	[illegible]	AIA	ACWA	B.Sc.(Econ.)
Passed Stage I	23•94 (45)	16•84 (96)	22•01 (92)	60•93 (92)
Passed some of Stage I	6•38 (12)	17•90 (102)	30•14 (126)	-
Passed none of Stage I	10•11 (19)	7•72 (44)	20•10 (84)	24•51 (37)
Passed Stages I & II	15•96 (30)	19•12 (109)	12•44 (52)	14•57 (22)
Passed Stage I and some of Stage II	36•17 (68)	37•37 (213)	15•07 (63)	-
Passed Stage I but passed none of Stage II	7•45 (14)	1•05 (6)	0•24 (1)	-
TOTAL	100•00 (188)	100•00 (570)	100•00 (418)	100•00 (151)

Table B 17.

METHOD OF STUDY X PARTS X STAGES

Method of study	Percentage passed Stages I and II	Stage II			Stage I			Not sat			Total A	Total B	Total C	Total number of students involved
		A	B	C	A	B	C	A	B	C				
Correspondence	23.96 (230)	305	38	18	155	70	59	27	16	50	487	124	117	960
		(Numbers involved 385 or 40.10%)			(Numbers involved 266 or 27.71%)			(Numbers involved 79 or 8.23%)						
Part-time	28.21 (237)	235	27	30	150	28	47	3	4	20	388	89	97	840
		(Numbers involved 374 or 44.52%)			(Numbers involved 205 or 24.41%)			(Numbers involved 24 or 2.86%)						

Note: Figures in brackets indicate actual numbers involved

A = Actively studying

B = Interrupted

C = Dropped out

Table R.38

REASONS FOR INTERRUPTION/DISCONTINUATION X QUALIFICATION X SAMPLE.

Course Sample		Interrupted Candidates										Total students involved	Discontinued Candidates										Total students involved
		Reasons									No Reason		Reasons									No Reason	
		1	2	3	4	5	6	7	8	9			1	2	3	4	5	6	7	8	9		
ACCS	Pass-list		1	1								1						1			1		1
	Entry	3	12	3	4	-	16	2	-	14		33	2	12	4	7	3	24	5		16		65
AIB	Pass-list	1	7	5	2	2	10		2	7	1	22		7	5	9	1	6	1		4		17
	Entr	3	26	8	10	0	15	5	7	17		62	2	10	13	32	2	14		4	7		55
ACWA	Pass-		28	12	8	6	24	5	5	39		67		10	6	9		18	2	4	10	1	29
	Entry	5	34	11	11	8	21	3	9	34		72	1	25	21	40	5	26	4	12	33		103
B.Sc.(Econ)	Pass-list									1		1		1		1		1		1			2
	Entry		8	1	3	1	7			14	1	20		13	6	5	1	22	5	5	22		42
T O T A L		12	116	41	38	18	93	15	23	126	2	278	5	78	55	103	12	112	17	26	93	1	313

Appendix C.

NOTES ON CODES AND SCALES USED FOR SCORING THE ENROLMENT QUESTIONNAIRE.

APPENDIX C

NOTES ON CODES AND SCALES USED FOR SCORING THE ENROLMENT QUESTIONNAIRE.

Question 1(a)

Qualifications

	Code No.
Associate of the Corporation of Secretaries (A.C.C.S., C - of S; etc.)	- 1
Associate of the Institute of Bankers ((A.I.B.; Institute of Bankers; Banking exams.; Banking; Banking diploma; etc.)	- 2
Associate of the Institute of Cost and Works Accountants (A.C.W.A.; I.C.W.A., etc.)	- 3
University of London external B.Sc., (Econ.) degree (B.Sc. (Econ.), etc.)	- 4
General Certificate of Education, Advanced Level (G.C.E.Advanced Level; G.C.E. A Level; A Level G.C.E.; etc.)	- 5

Question 1(b)

Returned questionnaires with a tick in the box 'Re-enrolment' were discarded, because the students were not enrolling for the first time. The number of questionnaires discarded was 941.

Question 1(c)

List of Subjects available for G.C.E. 'A' Level with various Examining Boards (1967).

Code No.		
1.	Accounts	(Book Keeping, principlesof)
2.	Arabic	(Classic Arabic)
3.	Art	
4.	Archaeology	
5.	Bible Knowledge	(Scripture, Religious Knowledge & Divinity)
6.	Biology	
7.	Botany	
8.	British Constitution	(British Government)
9.	Chemistry	

10.	Cookery	(Domestic Cookery, House Craft)
11.	Domestic Dressmaking	(Needle-work)
12.	Design and Printing	
13.	Economics	(Economics and Public Affairs, Economic and Political Studies)
14.	Economic History	(British Economic History)
15.	English	(English Literature)
16.	Engineering Design	
17.	French	
18.	Geography	
19.	Geology	
20.	German	
21.	Greek	
22.	Metalwork.	
23.	Woodwork	
24.	History	(History with Foreign Texts)
25.	History Ancient	(Ancient History with Literature)
26.	History Islamic	
27.	Italian	
28.	Latin	(Latin of Modern Studies, Latin of Classical Studies, Latin translation and Roman History)
29.	Logic	
30.	Maths	
31.	Maths Pure	
32.	Maths Higher	(Further)
33.	Maths Pure and Applied	
34.	Maths Applied	
35.	Maths with Statistics	
36.	Maths for Science	
37.	Mechanics Applied	
38.	Music	
39.	Physics	
40.	Polish	
41.	Russian.	
42.	Sociology	
43.	Spanish	
44.	Specially Approved Languages	
45.	Statistics	
46	Technical Drawing	(Engineering, G & E and Building)
47.	Zoology	
48.	Law	

Question 1(b)

	Code No.
If the student has not passed any complete part, but has passed in one or more subjects in one or more parts	0
Complete Part Passed	
B.Sc. (Econ.) Students PART 1	1
Corporation of Secretaries Students	
Intermediate (only)	1
Intermediate and Final Part I	2
Intermediate, Final Part I and Final Part 11	3
Intermediate and Final Part I1	4
Institute of Bankers Students PART I	1
Institute of Cost and Works Accountants Students	
Part 1	1
Part II	2
Parts I and II	3
Parts I and III	4
Parts I and II and III	5
Parts I and II and IV	6
Parts I and II and III and IV	7
Parts I and II and III and V	8

Question 2

The addresses of the students were classified under ten regions (including Scotland) as defined by the Department of Education and Science. Each region was further divided according to its major and minor conurbations*, if any, and the remainder. (Townships contained in the conurbations are listed.)

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* Source: Major conurbations: General Register Office; minor conurbations: 'The conurbations of Great Britain', by T.W. Freeman, Manchester University Press, Second Revised Edition, 1966.

GREAT BRITAIN: CLASSIFICATION

BY REGIONS.

A. NORTHERN

* CUMBERLAND
DURHAM
NORTHUMBERLAND
* WESTMORLAND
YORKSHIRE (North Riding)

B. YORKSHIRE AND HUMBERSIDE

YORKSHIRE (East and West Riding)
* CITY OF YORK
* LINCOLNSHIRE (Lindsey)

C. NORTH WESTERN

CHESHIRE
LANCASHIRE

D. EAST MIDLANDS

DERBYSHIRE
LEICESTERSHIRE
* LINCOLNSHIRE (Holland, Kesteven and Lincoln City)
* NORTHAMPTONSHIRE
NOTTINGHAMSHIRE
* RUTLAND

E. WEST MIDLANDS

* HEREFORDSHIRE
* SHROPSHIRE
STAFFORDSHIRE
WARWICKSHIRE
WORCESTERSHIRE

F. EAST ANGLIA

* CAMBRIDGESHIRE (incl. Isle of Ely)
* HUNTINGDONSHIRE (incl. Peterborough)
* NORFOLK
* SUFFOLK

G. SOUTH EAST

* BEDFORDSHIRE
BERKSHIRE
BUCKINGHAMSHIRE
ESSEX
HAMPSHIRE (plus Poole)
HERTFORDSHIRE
* ISLE OF WIGHT
KENT
LONDON (Greater London Council area: includes Middlesex)
OXFORDSHIRE
SURREY
SUSSEX

H. SOUTH WESTERN

* CORNWALL
* DEVON
DORSET (except Poole: G.)
GLOUCESTERSHIRE
* ISLES OF SCILLY
SOMERSET
* WILTSHIRE

I. WALES

* ANGLESEY
* BRECONSHIRE
* CAERNARVONSHIRE
* CARDIGANSHIRE
* CARMARTHENSHIRE
* DENBIGHSHIRE
* FLINTSHIRE
GLAMORGAN
* MERIONETHSHIRE
MONMOUTHSHIRE
* MONTGOMERYSHIRE
* PEMBROKESHIRE
* RADNORSHIRE

J. SCOTLAND

* ABERDEEN (City and County)
* ANGUS
* ARGYLL
* AYR
* BANFF
* BERWICK
* BUTE
* CAITHNESS
* CLACKMANNAN
* DUMFRIES
* DUNBARTON
* DUNDEE
EAST LOTHIAN
EDINBURGH
* FIFE
GLASGOW
* INVERNESS
* KINCARDINE
* KINROSS
* KIRCUDBRIGHT
LANARK
MIDLOTHIAN
* MORAY
* NAIRN
* ORKNEY
* PEEBLES
* PERTH
RENFREW
* ROSS AND CROMARTY
* ROXBURGH
* SELKIRK
* STIRLING
* SUTHERLAND
* WEST LOTHIAN
* WIGTOWN
* ZETLAND

* No conurbations, or parts of conurbations, in the county.

(Cont.)

SUBDIVISION OF REGIONS

FOR CODING

NORTHERN REGION

REGION A

TYNESIDE CONURBATION

CODE 1

Durham (part)

Felling
Gateshead
Hebburn
Jarrow
South Shields
Whickham

Northumberland (part)

Gosforth
Longbenton
Newcastle upon Tyne
Newburn
Tynemouth
Wallsend
Whitley Bay

TEESSIDE MINOR CONURBATION

CODE 2

Durham (part)

Billingham
Stockton-on-Tees

Yorkshire (part)

Eston
Middlesbrough
Redcar
Thornaby-on-Tees

REMAINDER

CODE 3

YORKSHIRE AND HUMBERSIDE REGION

REGION B

WEST YORKSHIRE CONURBATION

CODE 4

Yorkshire West Riding (part)

Aireborough
Baildon
Batley
Bingley
Bradford
Brighouse
Colne Valley
Denby Dale
Denholme
Densbury
Dewsbury
Elland
Halifax
Heckmondwike
Holmfirth
Horbury
Horsforth
Huddersfield
Keighley
Kirkburton
Leeds
Meltham
Mirfield
Morley
Ossett
Pudsey
Queensbury
Ripponden
Rothwell
Shelf
Shipley
Sowerby Bridge
Spenborough
Stanley
Wakefield

SHEFFIELD MINOR CONURBATION

CODE 5

Yorkshire (part)

Rawmarsh
Rotherham
Sheffield

HULL MINOR CONURBATION

CODE 6

Yorkshire (part)

Haltemprice (incl. Cottingham and Hessle)
Hull (Kingston upon Hull)

BARNSLEY MINOR CONURBATION

CODE 7

Yorkshire (part)

Barnsley
Conisbrugh
Cudworth
Darfield
Darton
Dearne
Dodworth
Hoyland Nether
Mexborough
Royston
Swinton
Wath upon Dearne
Wombwell
Worsbrough

REMAINDER

CODE 8

NORTH WESTERN REGION

REGION C

SOUTH EAST LANCASHIRE CONURBATION

CODE 9

Cheshire (part)

Alderley Edge
Altrincham
Bowdon
Bramhall
Bredbury
Cheadle
Disley
Dukinfield
Gatley
Hale
Hazel Grove
Hyde
Marple
Romiley
Sale
Stalybridge
Stockport
Wilmslow

Lancashire (part)

Ashton-under-Lyne
Audenshaw
Bolton
Bury
Chadderton
Crompton
Denton
Droylsden
Eccles
Failsworth
Farnworth
Heywood
Horwich
Irlam
Kearsley
Lees
Littleborough
Little Lever
Manchester
Middleton
Milnrow
Mossley
Oldham
Pendlebury
Prestwich
Radcliffe
Rochdale
Royton
Salford
Stretford
Swinton
Tottington
Urmston
Wardle
Westhoughton
Whitefield
Whitworth
Worsley

MERSEYSIDE CONURBATION

CODE 10

Cheshire (part)

Bebington
Birkenhead
Ellesmere Port
Hoylake
Neston
Wallasey
Wirral

Lancashire (part)

Bootle
Crosby
Huyton
Litherland
Liverpool
Roby

LANCASHIRE COALFIELD MINOR CONURBATION

CODE 11

Lancashire (part)

Aspull
Atherton
Hindley
Leigh
Newton-le-Willows
Prescot
St. Helens
Skelmersdale
Tyldesley
Upholland
Westhoughton
Wigan

BLACKPOOL AND FYLDE MINOR CONURBATION

CODE 12

Lancashire (part)

Blackpool
Fleetwood
Lytham St. Anne's
Poulton le Fylde
Preesall
Thornton Cleveleys

REMAINDER

CODE 13

EAST MIDLANDS REGION

REGION

NOTTINGHAM MINOR CONURBATION

CODE 1

Nottinghamshire (part)

Arnold
Beeston
Carlton
Hucknall
Nottingham
Stapleford
West Bridgford

Derbyshire (part)

Long Eaton

LEICESTER MINOR CONURBATION

CODE 15

Leicestershire (part)

Leicester
Oadby
Wigston

REMAINDER

CODE 1

WEST MIDLANDS REGION

REGION E

WEST MIDLANDS CONURBATION

CODE 17

Staffordshire (part)	Warwickshire (part)	Worcestershire (part)
Aldridge-Brownhills	Birmingham	Halesowen
Dudley	Solihull	Stourbridge
Walsall	Sutton Coldfield	Warley
West Bromwich		
Wolverhampton		

COVENTRY MINOR CONURBATION

CODE 18

Warwickshire (part)

Bedworth
Coventry
Nuneaton

POTTERIES MINOR CONURBATION

POTTERIES MINOR CONURBATION

CODE 19

Staffordshire (part)

Biddulph
Kidsgrove

Newcastle-under-Lyme
Stoke-on-Trent

REMAINDER

CODE 20

EAST ANGLIA REGION

REGION F

ENTIRE REGION

(no conurbations)

CODE 21

SOUTH EAST REGION 8

GREATER LONDON CONURBATION CODE 22

Greater London County

OUTER METROPOLITAN AREA CODE 23

Hertfordshire

Surrey

Bedfordshire (part)

Dunstable
Leighton-Linslade
Luton

Berkshire (part)

Bradfield
Cookham
Easthampstead
Maidenhead
New Windsor
Reading
Windsor
Wokingham

Buckinghamshire (part)

Amersham
Aylesbury
Beaconsfield
Bletchley
Chesham
Eton
High Wycombe
Marlow
Slough
Wing
Wycombe

Essex (part)

Basildon
Benfleet
Brentwood
Canvey Island
Chelmsford
Chigwell
Harlow
Ongar
Rayleigh
Rochford
Southend-on-Sea
Thurrock
Waltham Holy Cross
Epping

Kent (part)

Chatham
Dartford
Gillingham
Gravesend
Maidstone
Malling
Northfleet
Rochester
Royal Tunbridge Wells
Sevenoaks
Southborough
Strood
Swanscombe
Tonbridge

Oxfordshire (part)

Henley-on-Thames
Henley

Hampshire (part)

Aldershot
Farnborough
Fleet
Hartley Wintney

Sussex (part)

Burgess Hill
Cuckfield
East Grinstead
Uckfield
Crawley
Horsham

PORTSMOUTH MINOR CONURBATION CODE 24

Hampshire (part)

Fareham
Havant
Gosport
Portsmouth
Waterloo

BRIGHTON MINOR CONURBATION CODE 25

Sussex (part)

Brighton
Hove
Portslade
Southwick
Shoreham

BOURNEMOUTH MINOR CONURBATION CODE 26

Hampshire (part)

Bournemouth
Christchurch

Dorset (part)

Poole

REMAINDER CODE 27

SOUTH WESTERN REGION

REGION II

BRISTOL AVON CONURBATION

CODE 28

Gloucestershire (part)	Somerset (part)
Bristol	Keynsham
Kingswood	
Mangotsfield	

REMAINDER

CODE 29

WALES

REGION I

SOUTH WALES COMBINED MINOR CONURBATION

CODE 30

Glamorgan (part)

Aberdare
Caerphilly
Garw
Gelligaer
Glyncorrwg
Maesteg
Merthyr Tydfil
Mountain Ash
Neath
Ogmore
Pontypridd
Port Talbot
Rhondda

Monmouthshire (part)

Abercarn
Abertillery
Bedwas
Bedwellty
Blaenavon
Blaina
Cwmbran
Ebbw Vale
Machen
Mynyddislwyn
Nantyglo
Pontypool
Rhymney
Risca
Tredegar

CARDIFF MINOR CONURBATION

CODE 31

Glamorgan (part)

Cardiff
Penarth

REMAINDER

CODE 32

SCOTLAND

REGION [illegible]

CENTRAL CLYDESIDE CONURBATION

CODE 33

Glasgow

Dunbarton County (part)

Bearsden
Clydebank
Kirkintilloch
Milngavie

Lanark (part)

Airdrie
Bishopbriggs
Coatbridge
East Kilbride
Hamilton
Motherwell
Rutherglen
Wishaw

Renfrew (part)

Barrhead
Johnstone
Paisley
Renfrew

EDINBURGH MINOR CONURBATION

CODE 34

Edinburgh (includes Leith)

Midlothian (part)

Bonnyrigg
Dalkeith
Lasswade
Loanhead
Musselburgh
Penicuik

East Lothian (part)

Cockenzie
Prestonpans
Tranent

REMAINDER

CODE 35

Question 4

Occupational Status*

	Code No
No Data	0
Unemployed	1
Disabled	2
Retired	3
Student	4
Housewife	5
Employed	6

Industrial Classification

(Type of Industry, Business or Service)

		Code
Civil servants of all Govt. departments except Defence, Postal and Hospital Local Govt. service except Hospital, Education etc. but including fire service.	Civil Service and Local Govt.	1
All hospital and welfare associations including ambulance service	Medical and Welfare Associations	2
Agriculture and Horticulture Forestry Fishing Poultry Farming	Farm and Agricultural Industry	3
All manufacturing industries: Heavy, Light, Chemical, Electrical, Food processing, Mining and Quarrying, Textiles, Leather, Bricks, Furniture, Pottery, Printing and Construction industry.	Manufacturing Industry	4
Wholesale; Retail, including distribution of coal, building material and agricultural supplies. Laundries, Hairdressing, Domestic service, Funeral service, etc.	Distributive Trade and Miscellaneous Services	5
University, Colleges and Schools, other educational establishments and institutes, Library and other information services	Educational and Teaching and Library Service	6
Insurance, Banking and Finance enterprises and allied business including property and estate agency.	Commercial Enterprises	7
Royal Navy, Army, Air Force and other defence services including communications and radar services of the military establishments	Armed Forces and Defence	8
Ecclesiastical, Church and other religious institutions of all denominations and missionary societies	Clergy religious occupations	9

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* Source: Classification of Occupations, H.M.S.O., 1966.

Private practitioners in. Accountancy Education, Legal service, Medical and Dental, Veterinary, Scientific and technical servides, Research establishments	Professional and Scientific services	10
Post and Telegraph, Telecommunications etc.	Communications	11
Railways, Road passenger and goods transport, Sea and air transport, Inland water transport, etc.	Transport	12

Appendix D.

NOTE ON ENROLMENT RECORDS KEPT BY CORRESPONDENCE COLLEGES.

Appendix D

NOTE ON ENROLMENT RECORDS KEPT BY CORRESPONDENCE COLLEGES

This note discusses briefly the nature of records kept by correspondence colleges relating to the numbers of students who enrolled with them for various qualifications in a given year, based on a small enquiry conducted in 1966.

In June, 1966, we attempted to collect information about the numbers of U.K. resident students who enrolled with correspondence colleges during 1962 and 1965 for courses leading to external degrees, for twelve professional qualifications and for G.C.E. Advanced level. Twelve institutions provided courses for these qualifications at the time of the enquiry:

Actuarial Tuition Service
Chartered Insurance Institute Tuition Service
Cleaver-Hume Ltd. (Aldermaston Court)
Commerce Degree Bureau (University of London)
H. Foulks Lynch and Co. Ltd.
International Correspondence Schools Ltd.
Metropolitan College
N.A.L.G.O. Correspondence Institute
National Extension College
The Rapid Results College
The School of Accountancy
Wolsey Hall

The Bennett College also provides courses for many of the qualifications, but caters almost entirely for overseas students.

We are very grateful to the twelve colleges listed above for supplying us with information. The returns enabled us to obtain a rough idea of the relative numbers of students enrolling to study by correspondence for the various qualifications, and to this extent they helped in the selection of qualifications. Unfortunately the figures provided by the different colleges are not strictly comparable, and so no valid overall figures can be given.

The main difficulty has centred round the way an 'enrolment' is defined by the different colleges for record-keeping purposes. Four distinct systems of keeping enrolment records were found.

In five of the twelve colleges, when a student writes to a college to say that he wishes to continue a course which he has already begun, e.g. that he wants to study for the Final after passing the Intermediate, he is treated as a new enrolment, and will therefore appear in the records both beside the date on which he first enrolled, and beside the date(s) on which he 'enrols' subsequently: he may enrol as many as five times, e.g. for the five distinct Parts of the I.C.W.A. examination.

One college enters all a student's enrolments beside the date on which he first enrolled, irrespective of the dates of his subsequent enrolments.

In these two systems, a student may enrol on a particular date for any part or for the whole examination, and in either case will be treated as a single enrolment.

Two colleges keep enrolment figures for Intermediate and Final only, where such a division exists in the examination structure, and for the whole examination only where it does not, while the remaining four have figures only of initial enrolments.

This has meant that, while as one college pointed out, 'The number of new students enrolled is very definitely more significant than the number of re-enrolments, from an external statistical point of view,' it proved impossible to separate the two in many of the returns, even though separate columns were provided for this purpose. It is clear that the form of enrolment statistics has been devised, quite understandably, to suit internal needs only, since there has not been any call for a uniform system for external purposes.

The exercise illuminated the problems of basing research in this field on past records. Not only do these vary greatly in form from one institution to another, but also seeking information based on them involves considerably greater inconvenience to the institution than is the case when collecting data about current enrolments.

It was therefore decided to devise a method whereby uniform data could be collected in respect of enrolling students, and this was one of the objects of the enrolment survey.

Appendix E.

PILOT SURVEY ON THE PREPARATION OF STUDENTS FOR THE EXAMINATIONS OF THE INSTITUTE OF CHARTERED ACCOUNTANTS.

Appendix E

PILOT STUDY

[illegible] PREPARATION OF STUDENTS FOR THE EXAMINATIONS OF THE INSTITUTE OF CHARTERED ACCOUNTANTS

INTRODUCTION This appendix deals with the methods of preparation used by students for the qualifying examinations of the Institute of Chartered Accountants (I.C.A.), for whose co-operation in the study we are grateful.

The qualifying examinations of the Institute were until recently taken in two parts - Intermediate and Final. The I.C.A. has now re-organised the Final examination into two parts - Final Part I and Final Part II. This study deals with three sets of students who prepared for the examinations under the old regulations.

In its Appendix Two (B), the Committee on Higher Education (Robbins Report) gives the number of students preparing by correspondence for their examinations in chartered accountancy as follows:

Category	Correspondence study only	Supplementary correspondence study	No correspondence study	All students	Sample numbers (=100%)
I.C.A.					
Intermediate	88	12	-	100	250
Final	80	17	3	100	268

(Appendix Two (B) Part V Table 16)

The table shows that almost all the students prepare for the examinations either by correspondence study only, or by using it as a supplement to some form of oral tuition. This was the criterion in selecting the I.C.A. students as the most suitable population for conducting an initial investigation into correspondence study.

AIM OF THE PILOT STUDY The study was designed to throw light on three main points. They are

a) whether it would be possible, if a large survey were conducted, to obtain a reasonable return comparable with other social surveys from correspondence students;

b) to what extent, when surveying retrospectively the progress of correspondence students for higher qualifications, the response varies between successful and unsuccessful students, and how far back it is necessary to go in order to select a base year of entry from which the sample should be chosen; and

c) to obtain a spectrum of views on advantages and disadvantages of studying by correspondence, to facilitate the construction of later enquiries.

Samples were therefore chosen based on late 1958 and late 1961, 7½ and 4½ years respectively before the survey was carried out.

THE SAMPLES These consisted of

a) the first 75 students who entered articles from 1st November 1961 onwards, and a random 75 students from the pass list of the 1961 November intermediate examination;

b) the first 150 students who entered articles from 1st November 1958 onwards.

The students who formed these samples were all resident in England and Wales. Over 3,000 students enter articles each year as prospective chartered accountants.

THE QUESTIONNAIRES Three almost identical questionnaires were devised for the purpose of this study. Respondents were assured that all the information they provided would be treated in strict confidence and would be used for research purposes only.

The questions were related to personal information including basic qualifications, the part-time and full-time courses attended at a teaching institution, whether the correspondence method was used and, if so, what advantages and disadvantages the student found.

THE DATA The questionnaires were sent out on 2nd May 1966, together with a covering letter and pre-paid envelope, to the students in the samples whose addresses were obtained from the Institute.

The responses to various questions in the returned questionnaires were compiled, tabulated and analysed. The comments, especially those on advantages and disadvantages of studying by correspondence, were read and grouped into 25 categories of advantages and 35 categories of disadvantages, using the technique of content analysis. The same technique was used in all the samples. These form the basic data.

COMPUTATION AND ANALYSIS The tabulated data were analysed and several tables extracted. Eight items such as the age, period of articles, school leaving age, number of 'O' levels and 'A' levels held by the student, number of attempts made for the inter/final examination, duration of study up to the most recent examinations taken and the result of such examinations were factor analysed, along with the 60 categories of advantages and disadvantages. Though no detailed presentation of findings was originally contemplated it was later decided to give a short account as the data proved to be of sufficient interest. The results are set out in the following paragraphs.

THE RESULTS Results are treated item by item and sample by sample although an attempt has been made to link them wherever possible.

[illegible] questionnaires were completed and returned by both categories of students - those [illegible] and those who [illegible] passed. The percentage distribution of passes/non-passes [illegible] set out in Table 2. Showing percentage distribution of students by passes/non-passes and samples

Category	Nov. 1961 enrolment	Nov. 1961 later pass-list	1958 enrolment	All samples combined
Passes returned	77.78	88.33	80.23	84.61
Non-passes returned	50.00	73.33	42.19	42.57
Total responses	74.36	85.33	64.00	72.00

This suggests that it is possible to obtain as high a rate of return as 72 per cent, comparable with any social survey, from predominantly home study students. However the total response rate for 1958 enrolments (64.00 per cent) is significantly lower (χ^2=4.26; P=0.01) than the average (72.00 per cent). The return obtained from non-pass students in 1958 enrolments (42.19 per cent) is just half of that obtained from successful students (80.23 per cent) in the same sample.

It was therefore decided to concentrate on the 1961 samples in preference to the 1958 sample. This also suggests that, in surveying retrospectively, it is preferable to go back not more than 4 years or so. Thus the first two aims of the pilot study, i.e., to throw light on the rate of return and the selection of samples are achieved.

It is important to note that the 1961 samples represent two groups of students studying simultaneously but for two successive examinations and they represent a continuum. In this way it was possible to achieve a continuous sample without at the same time having to select a base year so far in the past that a low return from unsuccessful students would be obtained.

2. Composition of Students

Sex: Almost all of the students studying for the Institute's examinations are males. The following table gives the male-female distribution.

Table 3 Showing the distribution of male-female in the three samples

Sex	Nov. 1961 enrolment	Nov.1961 pass-list	Total
Male	56	63	119
Female	-	1	1
Total	56	64	120

Table 4 Showing the distribution of age by sample

	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30 - - - - 40	41	Total
Entry Sample	7	14	19	10	2		3				1						56
Pass-list Sample			3	5	13	17	5	5	6	4	3		1	1		1	64

b. Age: The age of the students would obviously vary between samples because of the way the samples were selected. In the November 1961 enrolment sample (hereafter called 'entry sample'), the modal age was 18 at entry, and in the case of the November 1961 pass-list sample (hereafter called 'pass-list sample'), it is 21. The range or spread of age is much larger in the pass-list sample. Table 4 gives the distribution of age by sample.

c. Period of service under articles: The period of service under articles is the number of years an articled clerk is required to serve before qualifying. In general a student entering articles with a University degree or equivalent is required to serve 3 years, with G.C.E. 'A' levels 4 years and G.C.E. 'O' levels 5 years. The distribution of students by period of service under articles is given below.

Table 5 Showing distribution of students by period of service under articles

No. of Years	Entry Sample	Pass-list sample	Total
No reply	-	1	1
3	4	13	17
4	7		7
5	45	50	95
Total	56	64	120

The above table suggests that most students are required to serve for 5 years. Their modal age is 18 with 2 G.C.E. 'A' level qualifications at the time of entering articles.

d. Oral Courses: The students were asked to give information on any oral courses they had taken during preparation for the examinations, whether full-time, part-time or occasional. These were classified under 12 headings: 1) full-time courses lasting one academic year or more; 2) full-time introductory courses lasting less than one year at the beginning of the period of preparation; 3) full-time pre-examination revision courses lasting less than a year; 4) any other part-time courses lasting less than a year; 5) part-time courses for 1 or more days per week for more than 3 months, and 6) up to 3 months; 7) part-time courses one or more evenings per week for more than 3 months, and 8) up to 3 months; 9) occasional week-end residential courses; 10) one-day schools; 11) any other occasional courses.

The numbers of students taking such courses were compiled and tabulated. The distribution of students by the type of courses they attended is given in Table 6.

Pre-examination revision courses (column 3 of Table 6) seem to be the most often attended. However only 50% of students took one or other form

Table 6 Showing full-time, part-time and occasional courses taken by students by their age

Age	[illegible] courses												[illegible]	[illegible] courses												[illegible]
	None	1	2	3	4	5	6	7	8	9	10	11		None	1	2	3	4	5	6	7	8	9	10	11	
16	5					2							7													
17	5			7	1				1				14													
18	8			8			1					1	18	3												3
19	5			4		1						1	11	2			2						1			5
20	2												2	2			6	2	2						1	13
21														5			8						1	1	2	17
22	3												3	1			1	2					1			5
23														4				1								5
24														1			4						1			6
25														1			2		1							4
26				1									1	2		1										3
27																										
28														1												1
29																	1									1
30																										
40																										
41																	1									1
Total	28			20	1	3	1		1			2	56	22		1	25	5	3				4	1	3	64

of oral course in the entry sample. Of those nearly [illegible] took the pre-examination revision courses and the remaining ⅔ shared between them all other forms of oral courses. The duration of the pre-examination revision courses varies from 1 week to 6 weeks. Seven students of the entry sample took pre-examination revision courses in conjunction with part-time and/or occasional courses.

In the pass-list sample nearly 66% of students took one or other form of oral course. Of these nearly ½ took the pre-examination revision course. Six students took pre-examination revision courses in conjunction with part-time or occasional courses. Most of the students who took oral courses of one form or another in both the samples were those with 5 years articleship.

e. G.C.E. Qualifications: The number of G.C.E. 'O' levels and 'A' levels obtained by the students were noted and are given in Table 7.

Almost all the students have more than 5 G.C.E. 'O' levels. Four students who had less than 5 G.C.E. 'O' levels were found in the pass-list sample. Forty one students or 73 per cent in the entry sample and 33 students or nearly 50 per cent in the pass-list sample had no G.C.E. 'A' levels at all. It is interesting to note that such a difference in basic qualifications exists between these two samples. Though no specific reasons can be given for this difference because of the small size of the sample yet with recent information made available to the researchers it can be concluded that there is a tendency on the part of the Institute to admit more students with at least G.C.E. 'A' level qualifications. Another aspect that arises from the distribution is what influence, if any, the basic qualifications have on the results of the Institute's examinations. This is discussed in the next paragraph.

f. Number of attempts by qualifications

Table 8 shows the distribution of students by number of attempts and qualifications.

In view of the small size of the samples and blanks in many columns and rows no test was made for statistical significance. However it appears from the table that most of the students who take the Institute's Intermediate examination pass at the first two attempts irrespective of differences in basic qualifications.

But some points of general interest are that 4 students out of 56 in the entry sample dropped out (nearly 8%) before taking any examination. Most of the students in both samples passed their intermediate examination at the first or second attempt. They did so by the time they were 19 years of age. There was one case in each sample of a student who made as many as 5 attempts at the examination.

Table 7 Showing the distribution of students by G.C.E qualifications

	No. of G.C.E 'O' levels										No. of G.C.E. 'A' levels								
Category	No reply	1	2	3	4	5	6	7	8	Total	No reply	none	1	2	3	4	5	6	Total
Entry Sample						10	14	14	18	56		41	6	3	4	1		1	56
Pass-list Sample	1			2	2	7	18	17	17	64	1	33	3	10	11	6			64
Total	1			2	2	17	32	31	35	120	1	74	9	13	15	7		1	120

Table 8 Showing number of attempts by G.C.E. 'O' and 'A' levels

Category		Entry Sample: No. of attempts							Pass-list Sample: No. of attempts						
		Dropped out	1	2	3	4	5	Total	No reply	1	2	3	4	5	Total
G.C.E. 'O' level	No reply										1				1
	3									2					2
	4									2					2
	5	1	3	4	3			11		2	2	3			7
	6		6	6	2			14		8	7	1	1	1	18
	7	1	6	6			1	14	1	13	2		1		17
	8	2	8	4	3			17		12	3	1	1		17
	Total	4	23	20	8		1	56	1	39	15	5	3	1	64
G.C.E. 'A' level	No reply										1				1
	None	2	13	11	5		1	32	1	17	9	4	1	1	33
	1		2	5	1			8		3					3
	2		3	3	1			7		7	2		1		10
	3	1	5	1				7		8	1	1	1		11
	4				1			1		4	2				6
	5														
	6	1						1							
	Total	4	23	20	8		1	56	1	39	15	5	3	1	64

f. Students' comments on advantages and disadvantages of preparing by the correspondence method.

As part of the questionnaire and at the end, the student was asked to give the advantages and disadvantages of studying by the correspondence method which he had encountered during the period of his preparation. The comments were read and sorted out into 25 categories of advantages and 35 categories of disadvantages for both the samples. It should be remembered at this stage that the second sample of students had more experience than the first sample, at least up to a minimum of 1 year, of preparing by correspondence. More than 95% of the students from both these samples come from one correspondence college and this greatly restricts the conclusions and interpretation of results.

The categories of advantages and the number of times they were mentioned are:

Category	No. of times mentioned Entry sample	 Pass-list sample
Enhanced understanding and retention	-	3
Learning at own pace	21	22
Advantage over lectures given by less prominent lecturers	2	5
Planned programme allows measurement of progress	1	2
Minimum effort	-	2
Practical experience while studying	-	2
Help from colleagues at work in solving problems	1	2
System allows remuneration	-	1
Flexibility of time for study	23	29
Flexibility of place for study	4	7
Personal convenience	1	5
Comprehensiveness of course for examination purposes	5	6
Large amount of written work helpful	-	1
Good study notes	-	2
Course material useful for revision	1	3
Low cost	-	4
Individual marking	-	1
Enhances initiative and self discipline	2	2
Well planned course	3	2
Work schedule useful	-	1
No compulsion to complete written work before understanding it	-	1
Useful where no good evening classes	-	2
Responsibility to self	2	-

Category	No. of times mentioned	
	Entry sample	Pass-list sample
Necessity to think for oneself or teach oneself	3	--
Study notes kept constantly up to date	1	2

The categories of 'disadvantages' and the number of times they were mentioned are:

Category	No. of times mentioned	
	Entry sample	Pass-list sample
Induces boredom	3	5
Considerable willpower required	17	13
Easy to crib answers from text-books	3	2
Burdensome after day's work	3	10
Free time curtailed	3	4
Insufficient time or opportunity to study in depth	2	2
Poor principle throws weight of tuition on correspondence courses	2	1
Introductory oral course would help practical work	--	1
Lack of study facilities at home	1	1
Course too narrowly examination-oriented	-	3
Important points not highlighted enough	3	4
Unimaginative and stereotyped presentation or impersonal and uninspiring	6	2
Inadequate explanation of underlying principles	1	3
Insufficient examination practice	2	1
Vast amount of reading	1	1
Lack of oral element in tuition	24	24
Lack of inter-student assessment or competition	5	8
Lack of inter-student discussion	6	7
Lack of immediate clarification of queries	6	10
Delay in return of written work	10	15
Little pressure from college to keep to schedule	10	4
Difficulty in getting answers to queries	15	2
Slap-dash and mechanical marking	4	--
Illegibility of some marker's comments	8	11
Criticism of text-books	4	3
College mostly recommends own text-books	5	3

[illegible]	No. of times mentioned Entry sample	 Pass-list sample
Sufficiency of study notes	2	2
Method slower than oral classes	-	2
Method not suitable for certain subjects	3	2
Cost of course in relation to wages	1	1
Fear of not having best tuition	7	1
No grant or allowance from state	-	1
Over-generous marking	2	-
Courses are not up to date	1	-
Course too theoretical	2	-

It is interesting to note that the aspect that seems advantageous to one student turns out to be disadvantageous to another. In addition to this there are areas of disadvantages such as "vast amount of reading", "illegibility of marker's comments" which could occur even in oral classes.

The comments on advantages and disadvantages were scored, tabulated and factor analysed along with eight items of biographical and academic data on each student. The significant factors were extracted and interpreted.

The items with the factor loadings are set out in Table 9. These items in each set are loaded with a sense of relationship and this sense of relationship is given a name for identification and comment.

Set 1: Previous education factor

'No. of 'A' levels' loads this factor followed by the 'age', 'period of articles', 'school leaving age' and 'low cost' or the relative ease in terms of cost at which the course can be taken. This is the first order factor emphasising the significant role played by previous education or background education in determining to a large extent the success/failure and the generation of views on studying by correspondence.

Set 2: Course make-up factor:

This factor is mostly concerned with the way the correspondence course is made up in terms of study notes or lessons and examination. The 'good study notes' item tops this factor followed by 'useful for revision', 'narrowly examination oriented', 'insufficient time to study in depth' and 'free time curtailed'. This factor is composed of partly compliment-ary and partly critical items, all with negative loadings.

Set 3: Course administration factor:

This factor illuminates the administration of the correspondence courses by the college concerned. Some of the items are critical and need further investigation. The leading item of this factor is 'useful where no good evening classes' followed by 'vast amount of reading' 'inadequate explanation of underlying principles', 'enhances initiative and self discipline' and 'lack of inter-student assessment'.

Table 9 Showing 4 sets of significant items in order of importance with their rotated loadings.

Set 1		Set 2		Set 3		Set 4	
Description	Loading	Description	Loading	Description	Loading	Description	Loading
No. of 'A' levels	.810	Good study notes	-.793	Useful where no good evening classes	-.713	Flexibility of place	.733
Age	.768	Course material useful for revision	-.787	Vast amount of reading	-.686	Individual marking	.441
Period of articles	-.695	Narrowly exam. oriented	-.597	Inadequate explanation of underlying principles	-.685	Flexibility of time for study	.456
School leaving age	.674	Insufficient time to study in depth	-.563	Enhances initiative and self discipline	-.357	No. of 'O' levels	-.435
Low cost	-.436	Free time curtailed	-.356	Lack of inter-student assessment	-.327		

Set 4: Personal requirements factor:

The four items that come under this set reflect the student's perso need or requirement when he is studying by correspondence course. This factor could be just as important as the third factor in considering the overall administration of correspondence courses. The items are 'flexibility of place', 'individual marking', 'flexibility of time for st and 'number of 'O' levels'.

CONCLUSION: Whilst this appendix has necessarily had to exhibit som of main conclusions arrived at by statistical treatment of the data, the abo analysis is by no means complete. However a few interesting factors hav emerged and these could very well provide the basic insight needed i understanding the complex set-up of correspondence education.

Some suggestions of interest made by students are reproduced below. Some of them are specific to preparation for the Chartered Accountancy examinations and some are general, embracing the correspondence method of study.

1) Course decides the time rather than article.

2) The means for testing students' knowledge are not adequate.

3) Inadequacy of organisation and communication which reduces actual effectiveness of the course.

4) Day-release could be much better than correspondence course.

5) The type of study done before taking an examination is not related to that examination.

6) Thoroughly unsatisfactory method of teaching altogether.

7) All in all, residential courses are advantageous.

8) Introduction of student study groups may take away the impersonality of the system.

9) Correspondence course extends the period of articleship out of all proportion to the knowledge gained.

10) "Since I believe that over 90% of articled clerks take college A's course, fear of possible disadvantages of other available forms of study causes the disadvantage of 'voluntary restriction of choice'".

11) Most satisfactory method of study.

12) Generous study leave prior to examination is a help. Such leave would not be likely if part-time day courses were attended.

13) All right for light-house keepers.

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STUDY BY CORRESPONDENCE

Report of a research project
carried out under the direction
of Professor E. G. Wedell

by

R. Glatter

and

S. Subramanian

Volume III

APPENDICES F to H
(inclusive)

Department of Adult Education
University of Manchester

STUDY BY CORRESPONDENCE

An enquiry into correspondence study
for examinations for degrees
and other advanced qualifications,
carried out under the direction of
Professor E.G. Wedell

by
R. Glatter, M.A., D.P.A.
and
S. Subramanian, M.Sc.(Tech), Ph.D.

VOLUME III

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Department of Adult Education
University of Manchester

APPENDIX F

EDUCATION BY CORRESPONDENCE IN THE NETHERLANDS, WEST GERMANY, EAST GERMANY AND FRANCE.

Report of a visit
by R. Glatter.

EDUCATION BY CORRESPONDENCE IN THE NETHERLANDS, WEST GERMANY, EAST GERMANY AND FRANCE

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1. INTRODUCTION.

The object of this visit, like that of the parallel one to Sweden, the Soviet Union and Poland made by S. Subramanian (see Appendix G), was to collect information about the way correspondence education operates in the various countries which would help in drawing conclusions from the data being assembled in the research project.

Three weeks were available for the complete visit, which was made in the autumn of 1967. This allowed an average of about four days to study the system in each country, taking account of Sundays and days spent visiting institutions concerned with correspondence education on a broader geographical base, e.g. the United States Armed Forces Institute in Frankfurt and U.N.E.S.C.O. in Paris. This meant that selection of institutions and people to visit was inevitable: in general, where a choice had to be made, the criterion was to visit those concerned with correspondence education for higher qualifications (equivalents of G.C.E. Advanced level and above) in non-technical subjects, to conform with the ground being covered in the research project. Nevertheless, the visit yielded sufficient information on correspondence generally to enable this report to direct attention to some of the major issues and problems confronting the organisation of correspondence education in the countries covered.

The report begins by examining the trends in correspondence student numbers in the countries visited, with special reference to the Netherlands, where there are certain features of particular interest. Three major topics are then discussed: relationships between correspondence institutions and those responsible for the provision of national education; the combination of correspondence and oral **tuition**; and the degree of financial commitment required of students starting a correspondence course, and how this relates to the problem of student dropout. This is followed by a series of case studies of institutions using correspondence for teaching at or near university level, and there is a section on the use of correspondence in teacher training. Finally, the principal conclusions are summarised. Material collected during interviews with responsible personnel is amplified where possible by references to relevant literature. A list of references will be found at the end of the Appendix.

2. THE GROWTH OF STUDENT NUMBERS

In Holland, the first statistical enquiry into the numbers of correspondence students was carried out on 31st December, 1947, by the Government Statistical Office. This reported 90,000 correspondence students. The next enquiry was undertaken in 1960, when there were found to be 420,000 current students on 31st December: over the course of the whole 1960 calendar year, 723,000 students were involved in taking correspondence courses.[1] Thus there was almost a five-fold increase in student numbers in the thirteen-year period between the enquiries. A further enquiry which has recently been completed but is not yet fully analysed is expected to show a further massive increase.

These figures for Holland are particularly illuminating, since she is one of the most densely populated countries in the world: a population of some 12.5 millions, in an area of 200 miles by 150 miles. As the president of the largest Dutch correspondence school, which is situated roughly in the centre of the country, has said, 'half the Dutch population could reach our building within an hour'.[2] It is sometimes held that the need for education by correspondence is greatest, and that consequently this mode of tuition thrives best, in countries with large areas of sparsely-populated territory, where the relative cost of providing face-to-face teaching facilities is high. The Dutch experience makes clear that the rapid growth of education by correspondence need not be dependent on this factor.

The Gurr Report indicated that some 300,000 students were enrolled annually with correspondence colleges in the United Kingdom. It pointed out, however, that well over 100,000 of these enrolments were received from overseas students.[4] Making a broad comparison with the Dutch figures given above, there appear to be more than twice as many (quite possibly very much more than twice as many) correspondence students in Holland as there are in Britain, even though Britain is more than four times as large as Holland in terms of population.

Figures of the numbers of correspondence students, comparable to those available for Holland, do not exist in respect of West Germany. There are, however, clear indications that a similar upswing has taken place there since the war. Although there are altogether about one hundred correspondence colleges in West Germany, two mammoth colleges, the Hamburger Fernlehrinstitut and the Studiengemeinschaft Werner Kamprath in Darmstadt, are now believed to cater between them for about two-thirds of the correspondence student population; neither was founded until after the war: S.G.D. in 1948 and H.F.L. in 1952. In addition, Peters[5] collected information from twenty-two colleges, representing the vast majority of correspondence students in West Germany, about their date of foundation, and discovered that fourteen of them had been founded since 1950.

The origins of this sudden development can probably be traced to the aftermath of the war. For example, S.G.D. were particularly successful with technical courses at a time when many people had returned from war service without a skill or profession. For the cause of its persistence one must look to the inescapable need of an advanced urban and industrial community for a wide differentiation and frequent renewal of educational courses for adults, which can often most suitably be supplied by correspondence.

Despite the rapid increase in the number of institutions since the war, student numbers in W. Germany seem lower, particularly in proportion to population, than in Holland. No precise figures are available, but an estimate of 250,000 to 300,000 overall (i.e. not annual enrolments) was made by Peters in 1965.[6] This would make the British and German situations roughly comparable. As will be explained later, correspondence education in West Germany has not yet been integrated into the national system of education to the degree that it has in France, Sweden, Eastern Europe, Australia and elsewhere, and this fact may well be related to the apparent relatively low total of correspondence students.

In East Germany, the decision to introduce correspondence tuition as a major educational method in further and higher education was taken soon after the war, the first courses becoming available in 1950, and was influenced in great measure by the Soviet Union's increasingly wide use of the method at the higher levels of education since the late 1920's. It was felt that correspondence could help to accomplish both socio-ideological and economic goals in East Germany: on the one hand, a substantial increase in the proportion of workers securing higher qualifications and taking leading positions in society, and a rapid reform of curricula in further and higher education; on the other, the achievement of an adequate pool of highly-qualified manpower at an economic cost, students being trained without having to be removed entirely from the production process.

As will be explained later, 'correspondence' courses in East Germany contain a much larger element of face-to-face tuition than is common in Western countries, so the figures are not directly comparable, but the following details give some indication of the growth of correspondence study there. In 1966, 43,600 or about 37 per cent of all students in technical colleges (fachschulen) were studying by correspondence; in universities or university-level colleges (hochschulen), 27,054 or 25 per cent of all students were doing so.[7] These figures have been reached from a standing start less than twenty hears ago.

Figures relating to France are equally dramatic, although in this case it is only possible to give details of what is known as 'public education by correspondence', i.e., covering the work of the Centre National de Télé-Enseignement at Vanves, near Paris, and its regional Centres at Lyon, Toulouse and Lille. This organisation was founded by the Ministry of National Education in 1939 to serve secondary school pupils who were evacuated at the outbreak of war. When this immediate need disappeared after the war, the numbers of enrolments rose sharply, and have continued to rise ever since. In the school year 1950-51 there were some 10,000 current students.[8] By 1965-66 the figure had soared to 113,009, and a further expansion in 1966-67 took the total to 124,701,[9] nearly 80,000 of whom are enrolled at Vanves. In spite of this constant growth, inadequate resources force the C.N.T.E. to reject many thousands of applicants every year: the annual figure of rejected students is currently about 40,000.

Apart from the C.N.T.E., there is in France a substantial private sector of correspondence colleges. It is known that in this sector also there are constantly rising enrolment numbers, though exact statistics have not been gathered. M. Yves Defaucheux, the widely-respected Director of one of the private colleges, Pigier, believes that there are at present roughly 300,000 students in the private sector. A proportion of these would be residents of former French colonies in Africa, so no reliable comparison with British estimates can be made.

This brief review of available information regarding numbers of correspondence students since the war in the four countries shows that in all of them there has been a remarkable growth in enrolments. But there is in addition clear evidence that in Holland the number of students, expressed both as an absolute total and, even more, in proportion to population, is substantially greater than it is in Britain. Particularly in view of the high density of population, it is worth asking what factors underlie this great relative popularity of correspondence study in Holland.

3. REASONS FOR POPULARITY OF CORRESPONDENCE STUDY IN HOLLAND

So far as could be established, no systematic study of the geographical distribution of correspondence students in Holland has been carried out. It is,however, the clear impression of correspondence institutions and outside observers that the distribution of correspondence students does not vary significantly from the distribution of the total population - if anything, correspondence study is relatively more popular in urban areas. This is explained by the fact that people living in, or on the fringes of, towns and cities, are in occupations in which they are more likely to require further general and vocational education of the type that correspondence is able to provide; also, they are likely to have a higher standard of basic education than workers in agriculture, and therefore likely to be more ready to seek further or adult education. As one observer remarked, 'people living in towns are more alert to following correspondence courses.'

A further factor is the extreme qualification-consciousness of Dutch society. There are qualifications for every conceivable occupation, and for many individual branches of occupations. It is necessary to possess a qualification before one can establish or take over a retail shop of any description. Each branch of the retail trade, e.g. fish, flowers, has its own qualification. There is a qualification for the trade of house-painter. Further, qualifications are conveniently arranged in stages, and the attainment of one or more stages without attaining the full qualification is often a worthwhile goal in its own right and is recognised by employers. This makes them especially suitable for the part-time adult student. The profusion of highly specialised courses and examinations can most economically be provided by correspondence.

One further factor needs to be emphasised. In a recent paper,[10] Lars-Olof Edström of the Swedish International Development Authority has linked the upswing of correspondence tuition throughout the world, especially since 1945, to the increasingly rapid obsolescence of knowledge in modern society, the inability of the traditional educational patterns to adapt to this factor, and the flexibility of the method of correspondence tuition, despite its disadvantages, for satisfying the educational needs thus created. He points out that 'it is a significant fact that education by correspondence generally holds a strong position in societies that are in rapid transition, and where change is accepted and even actively encouraged.'[11] This analysis can certainly be applied to the Dutch situation. Since the war, Holland, with few natural resources, has accepted the need for widespread training and retraining as an essential factor in the drive to produce high-quality industrial products. This is reflected in the statistics of correspondence education: in 1947, some 13 per cent of correspondence students were studying courses of a technical nature: by 1960, the figure had shot up to 40 per cent, and is expected to reach 50 per cent in the statistics currently being prepared. In the period between 1947 and 1960, the proportion of correspondence students taking courses of commercial training dropped from 24 per cent to 19 per cent, and that of students taking general courses from 46 per cent to 26 per cent - though in both cases the absolute numbers of students involved increased.

Many thousands of Dutch students who follow correspondence courses are subsidised by their employers. The form and extent of the subsidy varies according to the firm and the course, but 100 per cent subsidies are common, sometimes given in two stages - half at the beginning and the remainder on the successful completion of the examination. Most courses are for recognised examinations, but there are also special courses in new technical developments for which there are no specific examinations - for example, a six-month course in transistors - or to meet special re-training needs, for example, the re-training of mining supervisors to work in the chemical industry. About one in five students subsidised in this way - including those on the course examples just mentioned - have oral instruction and practical work in laboratories built into the course. The organisation of the face-to-face sessions varies with the need and the circumstances: the students may go to the correspondence college, which will often have full facilities for oral instruction and pratical work, or the staff of the correspondence college may go to the factory, or the firm's training department will supervise the sessions, perhaps with the help of specialists in the field. In the latter case, it is recognised that frequent contact meetings between training staff employed by the firm and subject specialists of the correspondence school are essential.

Correspondence courses in industrial training in Holland are also extensively used for the more theoretical types of courses in, for example, industrial organisation, psychology and chemical engineering. Another common use of correspondence is for 'pre-courses', which are designed to bring all trainees to the same level in a basic subject before they attend an oral training course in the works: there are pre-courses, for example, in mathematics for those about to take an oral course in a chemical subject, statistics or computer programming, or in general education for those intending to take oral business courses. Pre-courses are also used for those who wish to take a more advanced training course by correspondence, but who are not yet thought to have attained a sufficient level of general education, or who have not studied seriously for some years, or who need an opportunity to develop the study habits and techniques necessary for taking a correspondence course. Subsidising firms usually receive reports on the progress of students at regular and frequent intervals, often every three months, to review the subsidy, and the task of initial guidance is taken very seriously by the correspondence colleges. An assessment is made of the applicant's total occupational, educational and social circumstances, and the possibility of advising against the suitability of correspondence study in particular cases is not excluded.

The use of correspondence in industrial training has a number of fairly obvious advantages. It is relatively cheap, the student can work and study at the same time, courses in relatively narrow fields can be produced economically, courses in new fields can be developed rapidly. But an essential pre-requisite is the public acceptance of correspondence as a valid method of tuition. Compared with the situation in many other countries, this acceptance has been relatively forthcoming in Holland, largely on account of the scheme of inspection to be discussed in the next section, and has been a major factor in the overall growth in the numbers of correspondence students.

4. CORRESPONDENCE EDUCATION AND THE PROVIDERS OF NATIONAL EDUCATION

In many countries, correspondence education has developed entirely separately from the main provision of national education by the organs of government. This has been the case in Holland and West Germany, and partly in France, as it has in Britain. This poses peculiar problems for the recognition of correspondence as a mode of instruction, and also for its integration into the national framework of inspection, administration and planning. The problem is now receiving considerable attention throughout Europe, and the Council of Europe has recently debated the possibility of introducing a uniform code of inspection and accreditation of correspondence education among member states.

Inspection and Accreditation in the Netherlands.

In Holland, a voluntary scheme of accreditation has been in existence since 1947.[12] The original intention among the founders of the scheme was that inspection should be organised by the Ministry of Education, but the Ministry was then unwilling to undertake the task. The voluntary scheme was established, and 37 colleges were accredited or provisionally accredited, in five months from the opening of preliminary negotiations. The inspection body is known as the Institution for the Inspection of Correspondence Colleges (Dutch initials I.S.O.), and operates from offices in Utrecht.

Article 2 of its regulations gives the I.S.O. a very wide brief: its aim is 'to raise the standard of correspondence courses in the widest sense, and to counteract any unsound activities in this field.' A Board of Control is responsible for determining the policy of the I.S.O., and for deciding on accreditation or withdrawal of accreditation on the recommendation of the Executive Committee. The Board of Control contains representation in equal proportions from the educational world, various organisations of 'consumers' (trade unions, employers' associations, etc.) and accredited correspondence colleges. To secure greater acceptance of the impartiality of I.S.O. decisions on matters of accreditation, the voting rights of the correspondence college representatives on the Board have, since 1960, been limited to managerial questions, as distinct from questions concerning accreditation, on which the colleges now have only an advisory function.

The I.S.O.'s one Inspector is obliged to visit each accredited correspondence college twice a year (but can visit more often if he sees fit) and to report his findings to the Executive Committee.

The main points that the Inspector is concerned to establish, when a college seeks accreditation or continuation of accreditation, are these:

a) That those responsible for designing and writing courses, for guiding students in their studies and for correcting their work, are fully qualified to teach the particular subject they are concerned with;

b) that the college can give guarantee regarding its financial basis and continued existence, and so ensure that it can fulfil its obligations to its students,

c) that its publications, prospectuses and advertisements, in the words of the I.S.O.'s 'Regulations Concerning Standards' 'convey an accurate picture of the institution course, without holding out any promises in respect of results that it cannot reasonably hope to fulfil'; and

d) that the obligations undertaken by students are reasonable, and that the obligations of both parties are clearly stated on the enrolment form.

The I.S.O.'s full 'Regulations Concerning Standards' are reproduced in Annex 1 to this report. There are in addition stringent regulations regarding any examinations other than those approved by the Ministry which may be held by the college. These include the duties:

a) to invite the Inspector at least a month in advance to attend the examination;

b) to inform the I.S.O. in advance of the composition of the board of examiners, the majority of whose members must be experts not in an employee-employer relationship with the institution; and

c) to submit specimens of diplomas to be awarded to the I.S.O. for its approval both as to form and content.

The actual content of a course may be investigated if there is a specific complaint, or if the Inspector has grounds for doubting the educational soundness of a particular course. In either case he can recommend to the Board that a subject specialist be called in.

For such cases, rigorous criteria have been worked out and an elaborate page-by-page analysis is undertaken. In general, however, course content is not inspected, the view being taken that, while the system of inspection is being built up, the resources available can most effectively be used to investigate the more concrete, even if more superficial, features noted in the last paragraph and in the 'Regulations Concerning Standards.'

Initially, the accredited colleges had to finance the I.S.O. themselves, paying a levy in proportion to turnover. From as early as 1949, however, the Ministry of Education appointed an assessor to the Board of Control, and the Government granted the I.S.O. a small subsidy. By 1951, the assessor was co-signing the deeds of accreditation in the name of the Government, and accredited colleges were allowed to state in their public announcements, 'accredited by the I.S.O. with the concurrence of the Ministry of Education, Arts and Sciences'.[13] This was clearly a powerful incentive to colleges to seek and maintain accredited status. Since then, the Ministry's subsidy to the I.S.O. has frequently been increased, until it now represents 50 per cent of the total cost of running the I.S.O.

The number of accredited colleges at present is 43; since the start of the scheme, some 30 colleges have been expelled or have withdrawn voluntarily after being informed that they would not be re-accredited. Despite this apparent strength, there was sharp criticism in the early 1960's from certain I.S.O. members and in Parliament that the I.S.O. was too lax in the enforcement of its regulations regarding such matters as publicity, contracts and diplomas, and that it was financially too dependent on the correspondence colleges (who at this time contributed about two-thirds of the cost of maintaining I.S.O.) to be able to control the larger colleges effectively. Not all interested parties, even in the Ministry of Education, concurred in this analysis, but in view of the disagreement, the Minister decided in 1962 to set up an advisory Committee on the Inspection of Education by Correspondence 'to recommend the most desirable form of supervising organisation for education by correspondence!

The Committeereported in 1964. After carefully considering various alternatives, it unanimously recommended inspection exclusively by the Government, on the following grounds: the greater authority such a scheme would be likely to command compared with any voluntary or semi-voluntary system of control; the opportunity that this arrangement would give to integrate correspondence thoroughly into the educational system, and the likelihood that any semi-voluntary scheme would be administratively too cumbersome to operate.

The report was published in September, 1965,[14] when the Government announced its acceptance of the recommendations in principle. In 1966, a section concerned exclusively with education by correspondence was set up in the Ministry, and is at present staffed by one administrative officer. Its first task is to guide the passage of the bill for establishing a State inspection scheme through Parliament; all stages are expected to be completed before the end of 1968. When the bill becomes law, a further two administrative officers are likely to be added to the section, and it will have one inspector in the first year with one or two more being recruited subsequently. The first State inspector is likely to be the present Inspector of the I.S.O., who has now had eleven years' experience of correspondence inspection. That the Dutch Government is able to institute a scheme of State inspection is in great measure due to the fact that there does exist someone outside the colleges who has accumulated knowledge of the work of correspondence colleges and skill in inspecting it. Nevertheless, on his translation to the Ministry, he will be strengthened in his work by being able to call on the resources of the rest of the Ministry's inspectorate as and when required. Consequently, the model 'Conditions for Accreditation' included in the report of the advisory committee lay much more emphasis on the content of courses and procedures for correction than did the I.S.O.'s regulations.[15] There is also closer specification in the model conditions of the administrative obligations of colleges wishing to be accredited. It is stated, for example, that 'the work sent in by students shall be sent back corrected to the student by the school within fourteen days after the school first receives it.'

Tangible benefits for correspondence education expected to flow from the introduction of the new schemes include the provision of direct Government subsidies to accredited colleges for specific courses, tax concessions, and the necessity to take account of the implications for correspondence education in all future educational legislation. An immediate practical result is that the official statistics of correspondence education will now be published annually, doubtless in an enlarged form. More generally, despite the often very valuable work of the I.S.O., correspondence was still regarded as something of a 'foreign body', and state inspection is expected to give it a fully acknowledged place in the structure of Dutch education.

Developments in West Germany

The emergence of a scheme of public inspection in Holland has been noted with great interest in West Germany, where there has until now been no inspection body of either a voluntary or an official nature. Herr Hans Günter Haagman, of the Secretariat of the Standing Conference of the Ministers of Culture (German initials K.M.K.) has for some time taken a personal interest in the issue of control of correspondence education, has visited Holland and has studied the present and proposed inspection schemes there. The K.M.K., which is the co-ordinating committee of the länder or states on cultural and educational matters (there is no central controlling body for education in West Germany), became officially concerned with this issue early in 1967. This concern arose largely out of the need to define the position of correspondence education in relation to the new value added tax being introduced in 1968, from which education is exempted. A Working Party on Correspondence Education has been established within the K.M.K. to make recommendations regarding the treatment of correspondence colleges under the tax, and to explore ways of integrating correspondence into the main educational system. The Working Party consists of educationalists and administrators from the state administrations, which have not in general been involved in correspondence education hitherto: this has occasioned some criticism from practitioners and observers of correspondence education.

It is however thought likely that the Working Party will substantially accept Herr Haagman's proposal that a scheme of State inspection, similar in principle to that about to be introduced in Holland, should be started in West Germany. His plan, however, envisages a higher proportion of inspectors to students than does the Dutch scheme. There could be either one inspector for correspondence education in each of the thirteen states, or one for each of a series of course groups, such as commerce, general education and technical education. The success of the proposal depends largely upon the willingness of the states to agree to a common formula, for which they would need to manifest an almost unprecedented degree of co-operation. Time is pressing, however, since each state must also decide its attitude to correspondence education in the light of the new taxation arrangements. It is therefore likely that an inspection scheme will be established in the near future.

The National Centre for Correspondence Instruction (France).

In France, the vast Centre National de Tele-Enseignement (C.N.T.E.) is under the control of the Ministry of National Education through the National Pedagogical Institute. This means that its work is inspected under the same conditions as an oral State school, and that its teachers have to be qualified just as if they were teaching in an oral State school. They and the administrative staff are employed as civil servants. More than 800 qualified full-time teachers work for the C.N.T.E. at Vanves instead of in an oral school by reason of some temporary or permanent physical handicap: many, for example, are recovering from a serious illness or accident and return to oral teaching after perhaps two years with the C.N.T.E. For certain more specialised advanced courses about 700 teachers working in oral institutions have been recruited on a part-time basis, but the bulk of the teaching is done by the full-time staff.

Courses are heavily subsidised and students pay only the cost of postage - 35 francs per year, which, on an average course, is calculated to represent about one-twelfth of the real cost of providing the student with the course. Students also have to buy their own text-books, but those who can show difficulty in finding the money for these receive them free.

Certain consequences flow from subsidies of this order. Applicants have to show good reason why they are unable to study their intended course at an oral institution. Priority in each course group is given to applicants who are ill or who are at work (including housewives), to people living abroad or too far from an appropriate oral institution, and to prisoners. Courses are also available to military personnel, and, at the request of head teachers, to pupils attending oral schools who need courses in one or two subjects which cannot be provided at the school. These categories are, however, broad enough to include most of the reasons why people choose to study by correspondence anyway: more than half the 1966-67 enrolments at Vanves fell into the broad category of 'people at work' (Annex 2).

A further consequence of the heavy financial involvement on the part of the State is relatively strict timetabling and pacing. Students are all enrolled at the beginning of the academic year, as in an oral institution, though not as in most private correspondence colleges, and a very strict check is kept to see that they send their work in regularly. If they fail to do this without good reason they can be struck off the register, a fate which befalls about one in four enrolled students, though, as an alternative, the frequency with which work is required from them may be reduced. Finally, cultural and recreational courses not leading to a recognised examination are not provided by the C.N.T.E. These features appear to be generally characteristic of State-provided correspondence study, both in Communist and also in non-Communist countries (such as Japan, Australia and New Zealand).

The C.N.T.E. provides courses of general and vocational education at all levels, in five course groups: elementary and post-elementary; secondary (classical and modern); secondary (technical and vocational); higher; and further - notably in connection with up-grading and promotion schemes for government departments and semi-public bodies such as the State Railways. The first two course groups account for the bulk of enrolments - 47,946, or about 72 per cent of a total enrolment of 67,048 in 1966-67.[16] The 'higher education' group, by contrast, which includes preparation for competitive examinations for higher teaching and administrative posts in the education service, had an enrolment of 3,167. The age range of students enrolled is from eight to seventy, but the vast majority are between fifteen and thirty, the modal age being twenty.

Radio broadcasts of ten to tweny minutes' duration are put out in connection with the correspondence courses by the State broadcasting authority (R.T.F.) in four subjects, General Culture, French Grammar, English and Spanish. The total broadcasting time per week is two hours, including repeats, and can be heard on Mondays to Thursdays between the somewhat limiting times of 4.0 and 6.0 p.m. The vast majority of C.N.T.E. students, however, receive their tuition solely by correspondence: they are taught by a gigantic, State-run correspondence college which appears to haveno parallel anywhere in the world.

There is no formal link in France between the private correspondence colleges and either the C.N.T.E. or the Ministry. In addition, there is practically no contact on an informal level. Private correspondence colleges have to conform to the same general regulations that govern any private educational establishment in France, i.e., that the director must have a basic level of qualification and be of good moral character to be allowed to set up a college. There are no regulations regarding his assistant teachers.

State and non-State

The situation in France is unique in Western Europe in that a substantial proportion of correspondence students take courses provided directly by the State. The question of direct State provision should not be confused with that of 'profit' and 'non-profit' colleges. A word of explanation is necessary on this point. In the other West European countries, even where some institutions claim to be non-profit making foundations, as, for example, do two of the largest and most famous European schools, Hermods of Sweden and the Leidsche Onderwijsinstellingen (L.O.I.) of Holland, correspondence colleges are not normally controlled and maintained by an organ of government. Unless there is a possibility of 'cross-subsidisation' or attracting a substantial grant from an outside source, profitability becomes a vitally important criterion even for an institution not distributing part of its surplus in the form of dividends. The 'non-profit' institution must at least ensure its survival by showing a surplus adequate to meet likely demands on reserves and to finance any expansion plans. It can then use the remainder for whatever purposes it thinks fit: for example, L.O.I. reduces or waives course fees to students who cannot afford to pay them, and it meets the full costs of courses for blind students, including lessons in braille and transcriptions from tapes of students' answers to tests. Both 'profit' and 'non-profit' institutions in Holland are accredited by the I.S.O.: of the four largest accredited colleges, three are 'non-profit' and one is 'profit'. All are highly regarded, both by each other and by the general public. The distrust and mutual suspicion between 'profit' and 'non-profit' colleges in Britain which has become particularly marked in recent years, has, for a variety of reasons, sometimes given the public the impression that a 'non-profit' institution necessarily has some formal connection with the State.

State Commissions in East Germany

The issues dealt with in this section are clearly much less critical in East Germany than in the countries discussed hitherto, but it is worth noting that there as well steps have recently been taken to increase contact between the practitioners of correspondence education and the Government. The Ministry of Higher and Further Education (Ministerium für Hoch- und Fachschulwesen - correspondence study in East Germany being limited to these areas) set up five permanent commissions in 1966, each comprising members of institutions concerned in providing correspondence courses, and each with responsibility for examining a specific aspect of tuition by correspondence, as follows.

1. General pedagogic and methodological aspects.
2. The study material (including possible uses of new techniques such as programmed instruction).
3. Profile of correspondence students.
4. The economics of correspondence study.
5. The future development and organisation of correspondence study.

Each commission is investigating particular issues and problems within its field and will make recommendations to the Minister. The system parallels one that has been in existence for some years in respect of oral tuition at this level. As might be expected from an examination of the list of areas covered, an early difficulty has been to determine the point at which the concern of one commission ends and that of another begins, and also the co-ordination of the work of the five commissions has presented problems not yet satisfactorily resolved. However, data of great importance to correspondence education, not solely in East Germany but thoughout the world, could emerge from this work, and it is to be hoped that the results of these studies will be made widely known.

In this section we have described aspects of the relationship between correspondence institutions and the providers of national education in the four countries, and examined various approaches towards securing greater recognition for correspondence within the educational system. We now look at the forms and extent of combined correspondence and oral tuition.

5. COMBINED CORRESPONDENCE AND ORAL TUITION

Facilities for oral tuition are included in most correspondence courses in Holland. The extent of oral tuition depends on the nature of the course: in the non-technical subjects, it can be as little as two or three one-day sessions in a year. For courses requiring practical work, for example in laboratories, students may be encouraged to attend for one day's oral tuition every three weeks.

The largest Dutch College, Leidsche Onderwijsinstellingen of Leiden, which provides both technical and non-technical examination courses at all levels, includes facilities for oral tuition at one-day sessoons on Saturdays for almost all its courses. It is greatly helped in the provision of accommodation and equipment for this by being also an oral further education college, with a local catchment area of about 300,000 population, both for full-time day and part-time evening students. The oral college is fully state-subsidised: the correspondence college functions as a private institution and receives no direct state subsidy; it pays a commercial rate for the use of the facilities of the oral college. Nevertheless, the arrangement is clearly of great benefit to L.O.I.'s correspondence students, since the provision of courses by the oral college and by the correspondence college can be jointly planned to secure the optimum use of equipment. Thus L.O.I. is able to equip classrooms for exclusive use for highly specialised courses, for example in connection with the training of medical assistants, on an economic basis: they are used throughout the week for full-time students, in the evenings for part-time evening students and at weekends for correspondence students, a striking example of the intensive use of scarce teaching accommodation. The oral students can also benefit from such an arrangement. It is said, for example, that by using the correspondence courses in place of text-books for part-time evening students preparing for the matriculation examination (Staatsexamen - roughly comparable to G.C.E. Advanced level), students are able to attend for one evening a week less than is normal and still secure satisfactory examination results. (Compare this arrangement with the use of correspondence courses in technical college classes, pioneered in Britain by the N.A.L.G.O. Correspondence Institute and Rapid Results College). L.O.I. also organises oral classes in hired premises in ten centres throughout Holland for students who cannot go to Leiden.

Another large Dutch correspondence college, Nederlands Schriftelijk Studiecentrum (N.S.C.C.), which offers a wide range of non-technical vocational and general education courses, is housed in a Roman Catholic seminary at Culemborg, near Utrecht: the directorial staff are members of the priesthood, and the students are mainly but not exclusively Catholics. All courses include oral tuition facilities: the pattern is weekend residential courses at the seminary, varying, according to the course, from two to ten weekends a year. The correspondence course fee includes the cost of the weekend oral tuition; a room and three meals for one weekend costs ten guilders extra (about 23/-). Students are strongly encouraged to attend the oral weekends, but they are compulsory for only two of N.S.C.C.'s 160 courses: a course in education leading to the state qualification to teach in lower classes of academic secondary schools, and another in industrial organisation. Students on these courses must attend the seminary on five weekends a year.

This pattern is common in Holland: most courses include the provision of oral tuition in the cost, yet very rarely is attendance at oral classes compulsory, even though compulsory attendance would present relatively little geographical difficulty. Combined correspondence and oral tuition is obviously much more expensive to provide than 'pure' correspondence tuition: if combined courses were made compulsory, they would probably be priced out of the market in competition with fully-subsidised oral education. While the only subsidies to correspondence institutions are indirect, i.e. by employers to students for courses of vocational training, oral facilities for correspondence students must remain voluntary, with those who do not take up the oral option subsidising to some extent those who do. What are the educational consequences of this?

It is said that students who come to the oral classes in Holland show a relatively low dropout (though precise figures of dropout are not kept). However, this may mean little by itself: on average, only some 20 to 25 per cent of correspondence students ever attend an oral class. A hard core of about 10 or 15 per cent come regularly, and these are said to comprise the best motivated students. It is therefore quite possible that these students would show high achievement with or without oral assistance, and that in the oral classes the colleges are 'preaching to the converted'. Those in greatest need of oral help may well be the three-quarters who choose not to receive it. On the other hand, as has been suggested to the writer by a representative of a British college, those who come to voluntary oral classes may be those most in need of the psychological stimulus of direct contact with teachers and fellow-students. This discussion would seem to have two implications:

(i) for the short term, the differences between students who attend voluntary oral classes and those who, despite the opportunity, do not, should be carefully investigated, both in terms of personal characteristics and motivation, and of subsequent achievement; otherwise we shall not know what real function oral tuition is fulfilling in correspondence education; and

(ii) for the long term, we should consider whether oral tuition can effectively be provided, particularly for those students who would benefit from it most, without state subsidy; and the related question of whether governments will ever be induced to give substantial financial support to correspondence education provided predominantly by private institutions (whether 'profit' or 'non-profit'), despite the relative cheapness of the method. For a partial answer to this last question, we shall observe with great interest the effects of the introduction of state inspection of private colleges in Holland.

In West Germany, there is considerable diversity of practice. The largest college, H.F.L. (Hamburg), theorises that correspondence is an 'autonomous' form of instruction, and that if oral tuition is used to supplement it, a 'foreign element' is brought into the method. As a principle, therefore, it is held that correspondence needs no supplementary method, provided it knows the limits of its possibilities: consequently, although offering more than 200 courses, H.F.L. offers no courses in areas it considers unsuitable for correspondence, such as engineering.[17]

Its closest rival, S.G.D. (Darmstadt) has a totally different approach: its system of tuition is made up of three elements, correspondence, periods of residential oral tuition, and local student associations, although the last two are not compulsory, and as in Holland, the aim is to make the correspondence course complete in itself. The system is known as 'combi-instruction' (combined instruction). Technical courses make up 70 per cent of the 163 courses offered. Students are encouraged to come to the lavishly-equipped workshops, laboratories and classrooms at the S.G.D. headquarters for two-week residential courses once a year. It is claimed that between five and seven thousand students on technical courses attend the oral classes annually, i.e. about 40 to 50 per cent of S.G.D. students actively engaged in technical courses each year. The proportion of students on general, commercial and artistic courses attending oral classes is said to be much lower.

The local student associations are organised in eighty West German cities and towns, each association being run by an S.G.D. student: the student calls together and leads study group meetings once a month, and the association can invite both S.G.D. teaching staff and outsiders either to speak on general topics relevant to correspondence students, or to help with aspects of a particular subject giving difficulty. Administrative support to the associations is provided by S.G.D. headquarters, which also publishes a monthly journal, Deutscher Studienkreis, one of the most attractive and informative of its type. The circles have a total membership of some ten thousand students, equivalent to one-half the figure of students actively engaged in S.G.D. courses each year.

Probably the most interesting aspect of the student associations is that they can be used as a medium for contacting potential drop-outs. If, after two letters of warning and encouragement, a student still does not send in his required exercises for correction, S.G.D. will arrange for the local student organiser (*studienleiter*) either to visit the student personally, or to telephone him, to see whether he can be persuaded to resume his studies.

Along the continuum of views regarding the proper role of oral tuition in correspondence education, S.G.D. holds a centre position in West Germany, with H.F.L. at one extreme and the Akademikergesellschaft of Stuttgart at the other. The latter is a relatively small college, comprising three to four thousand students at any one time, but significant in that 90 per cent of its tuition is carried out for the *Abitur* (matriculation). This examination, though roughly comparable in standard to the Advanced level of the General Certificate of Education, has a very different structure: the student must satisfy the examiners in five main subjects, examined by both written and oral examinations, and five subsidiary subjects, examined only orally. It is criticised on the grounds that it requires the student to obtain an encyclopaedic type of knowledge which encourages rote learning and has little real educational value. Moreover, adult candidates must take the same examinations as the school-children for whom it is primarily intended, and it is argued that the present form of *Abitur* is even less suited to the needs and learning processes of mature persons than it is to those of school-children. The wastage rate of correspondence students taking *Abitur* courses is notoriously high; well under ten per cent of students who enrol eventually pass the examination.

The philosophy of the Akademikergesellschaft is that correspondence as a method has great imperfections; that in certain personal circumstances it is the only possibility, but it *must* be supplemented by oral tuition. The outstanding features of the college's tuition system are that oral tuition is a compulsory part of the course, and that the student's work programme is much more strictly paced than is usual among private correspondence colleges.

The full course is divided into seven semesters' work (three and a half years), although the student is not kept to a strict time schedule for the first four semesters, i.e., he can take longer than two years to complete the first four semesters' work. The first four semesters' work is done entirely by correspondence (but note one exception below): on the quality of the student's work during this stage, and on the results of an internal examination taken after the third semester, a decision is taken as to whether the student is to be admitted to the last three semesters. If he is admitted, oral tuition is progressively introduced: in the fifth semester, students attend revision classes all day every Saturday; in the sixth, they attend all day every Saturday and every alternate Friday evening; in the final semester, they attend every Friday evening and every Saturday. The oral classes can be taken in Stuttgart or in branches at Dusseldorf, Frankfurt, Hamburg or Munich. In the last three semesters, pacing is very strict to enable the time-table of the oral classes to proceed smoothly. During this period, the amount of work done by correspondence is gradually reduced, and is practically non-existent in the final semester.

It is found that dropout is very high in the early semesters of 'pure' correspondence study - about half the students of a particular intake withdraw during the first semester (uniquely in West Germany hitherto, the student of this college who withdrew had to pay only until the end of the semester). Only twenty per cent reach the stage of oral tuition, but of these, it is claimed, 90 per cent pass Abitur, i.e. eighteen per cent of a particular intake eventually succeed, a much higher proportion than the average for correspondence students preparing for Abitur.

The system is not without weaknesses, notably the lack of oral tuition at a time when correspondence students probably need it most: at the beginning, when they first face the challenge of studying on their own in their spare time. An attempt is being made to rectify this by arranging, in co-operation with volkshochschulen (roughly, evening institutes), oral tuition for one day every week from the beginning of the course in the main subjects. This has so far been arranged with 46 such institutes, but still involves only about ten per cent of new students: it is found that a smaller proportion of these students withdraw. However, considerable efforts have clearly been made to devise an effective system of tuition for a generally neglected group of students, and the college has received a good press for its efforts in this direction, notably from the West German consumers' magazine D.M. It claims, almost certainly correctly, that by only accepting students who live within daily reach of one of its five centres for oral tuition, it has voluntarily restricted the scope of its potential market, although this leaves unanswered the questions of how would-be students living outside these areas should be assisted.

The second combined tuition stage of this course resembles fairly closely the usual form of correspondence study in East Germany, where following the Soviet Union's model, there is no 'pure' correspondence study: every correspondence student is required to attend sessions of oral tuition. It is held that regular oral tuition must be built into any system of correspondence study, to enable the student's new learning to be properly tested, to advise the student, and for special lectures and laboratory practice. A West German writer has suggested that a further reason why this approach has been adopted in Communist countries is to counter the tendency of correspondence courses to cultivate self-reliance and a feeling of independance in students, which could lead to the nurturing of anti-collectivist attitudes.[18]

The predominant form of oral tuition in correspondence study in East Germany is by regular one-day 'consultation sessions' every two to four weeks, and one or two residential courses each year, lasting from two to four weeks. The consultation sessions, consisting of seminars, lectures, exercises, laboratory practice and personal advice are held in consultation centres. Universities and university-level colleges (hochschulen) providing correspondence courses have several such centres, which are in effect branch colleges situated in large towns and cities throughout the country: students go to their nearest centre for their consultation sessions, at which they are normally given their next set of correspondence lesson material. The residential courses are usually held once or twice a year at the 'headquarters' of the institution providing the correspondence course: examinations are also held there, and students received a 75 per cent reduction in fares when travelling to an institution for either purpose. Students are given leave with full pay to attend the consultation sessions, the residential courses and the examinations, except for teachers on upgrading courses who, because of the teacher shortage, have to give up their own time to attend the consultation sessions and a part of the residential courses.

This system is regarded by the East Germans as 'pure' correspondence study, even though it goes much further in the direction of combining oral with correspondence tuition than do 'combined courses' in most non-Communist countries. Operating with this system since 1959 has been one of 'combined correspondence and direct study'. A course would only be categorised thus if it included at least one complete semester (six months) of full-time oral tuition. The courses are planned on a 'sandwich' principle, with various combinations of 'blocks' of

a) full-time oral tuition, and

b) correspondence study plus work experience.

A crucial reason for the introduction of this system was the more intensive use of staff, buildings and equipment it makes possible compared to full-time study only, through careful scheduling of the blocks of oral and correspondence study of successive student intakes. In 1962, only 3,478 students at university level were taking combined courses of this type, but at technical college level the figure was 19,433 or about one in eight of all students at this level.[22]

Though in form still at an experimental stage, this combined system already covers a wide range of subjects, from chemical engineering and architecture to management, journalism and education, and is likely to become a permanent and significant feature of further and higher education in East Germany. It is particularly favoured for technological courses, because of the need to centralise provision of expensive laboratory facilities.

A potentially highly significant use of the form is in connection with the further training of already qualified personnel, who for both personal and national economic reasons ought not to be absent from their work for a long period. Thus, a three-year course has been instituted for trained teachers who wish to become heads, inspectors or counsellors leading to the high-level Diploma in Education (*Diplom-Pädagogen*), based on correspondence study in the first and third years and full-time oral tuition in the second.

The degree of integration of oral and correspondence education in East Germany entails strict pacing of students' work. All students are enrolled at the beginning of the academic year and are expected to progress at a similar pace. It is said that it would be impossible to plan the oral tuition, the consultation sessions, residential courses and blocks of full-time teaching effectively if students were all at different stages of the course; that this is the only way to achieve a real integration of the two educational forms.

Very little is known about the relative effectiveness of 'paced' and 'unpaced' systems, particularly in relation to student motivation and achievement. It might be expected that an unpaced system (i.e., one in which students can enrol at any time of the year and are not compelled to submit work by fixed dates) would require built-in factors other than pacing to maintain students' motivation and perseverance. This leads to questions of the degree of financial commitment imposed on students at the time of enrolment, student dropout, and the college's role in monitoring the progress of students, which are considered in the next section.

6. STUDENTS' FINANCIAL COMMITMENT AND DROPOUT

In Britain, students enrolling on correspondence courses are normally required to commit themselves to paying the full fee for the course irrespective of whether they actually complete it. This enables colleges to offer courses at a relatively low fee to all students, which may be considered desirable in itself, but raises the question of whether those who drop out should 'subsidise' those who complete. In Holland, students are normally only required to pay for a further one to three months beyond the date on which they decide to withdraw.

Even under this system, however, a significant element of 'cross-subsidisation' between students remains. Students who complete their reading of the correspondence lessons often do not send in all the written assignments (tests to be sent in for marking), and it is said that, if this were not the case, course fees would be much higher. Thus, most Dutch colleges send the correspondence lessons at regular intervals (generally every fortnight or every month) independently of the rate at which students submit the written assignments set in the lessons for marking, though students are permitted to request a tempory stop to the flow of lessons.

One of the largest colleges, P.B.N.A. of Arnhem, which specialises in technical courses, adopts a different system in respect of independent students (those not sponsored by employers): students only receivefurther lessons as and when they submit assignments for marking. In this case, 'cross-subsidisation' takes a different form: students pay according to the length of time they remain on the college's books, even though they may receive no correspondence lesson material and submit no assignments for correction during part of this time. Certain modifications and relaxations are built into the scheme, and the student is entitled to terminate the contract at only one month's notice, in principle, however, the slower-working students subsidise the faster ones, although this system probably provides greater inducement to students to complete the required written work.

Thus, though 'cross-subsidisation' between students exists to a lesser degree in Holland than in Britain, it nevertheless exists, and is probably inescapable if courses are to be offered at an acceptable fee to the unassisted correspondence student.

In *West Germany*, as in Britain, it has been customary for students to have to commit themselves in advance to paying the full fee for the course, whether or not they complete it (except, as already mentioned, in the case of the Akademikergesellschaft of Stuttgart). There has been mounting public criticism of this system. Of the two mammoth colleges, S.G.D. until this year (1968) required the student to pay half the course fee if he decided to withdraw before the half-way stage: otherwise he had to pay the full fee. Now he has to pay for one further semester only, equivalent to about one-sixth of the *Abitur*, professional and technological courses. H.F.L. has hitherto required all students to pay the full fee, but will also change to the 'semester principle', and this is expected to become common thoughout West Germany. This change has significant implications for the correspondence colleges, both financially and as regards student motivation.

Under the present system, a correspondence college can cover its costs on a particular course if the 'average' student drops out at a certain point *x* along the course; if he drops out at a later stage of the course, the costs of administration, servicing and correction will cause a loss to be made on the course; if he drops out at an earlier stage, there will be a surplus on that course. From a purely financial point of view, the system puts a premium on the college obtaining as many enrolments as possible, while it is not in the college's financial interest, at any rate in the short term, to have a low rate of student dropout: in the long term, a high rate of dropout may reflect on enrolments through unfavourable comments being passed by former to potential students. The actual quantity *x* averaged over all courses offered by any particular college is not normally known outside the college, and will vary from college to college, but one of the larger colleges in West Germany told the writer that in its own case it was equal to one-half of the (average) course, i.e. if students drop out on average half-way through the courses, the college is able to break even.

By contrast, the type of system operating in Holland, and beginning to be introduced in West Germany, whereby students who decide to withdraw pay for the proportion of the course they have taken and a little extra, renders it greatly in the financial interest of the college to have a low rate of dropout. However, it also increases the real cost of providing the courses, since one of the elements of 'cross-subsidisation' between students involved in the costing of correspondence courses (the one whereby students who have dropped out 'subsidise' those who continue) is almost completely removed.

What effect is the change of system expected to have on correspondence education in West Germany? In the first place, the financially weaker colleges may not be able to stand the strain of the increased real cost of providing courses, and, being unable to raise fees substantially and remain in a competitive position, may well be forced to close down. Secondly, the colleges which remain will have to pay particular attention to student dropout, and especially to analysing its causes, to giving more careful advice to the enquiring student regarding his choice of course, and to creating mechanisms for maintaining motivation and for detecting and checking potential dropout.

However the problem is tackled, it will clearly present a considerable challenge to the West German correspondence colleges. S.G.D. have made known that only 28 per cent of their students complete their courses.[20] Correspondence courses are very often taken for reasons of vocational self-improvement combined with a desire to raise self-esteem. It is therefore not surprising the S.G.D. consider the principal cause of dropout to lie in students' over-optimistic assessment of their potential: at present, this is not sufficiently corrected by colleges at the start. Family, social and health reasons are considered secondary.

Precise information about the extent of dropout, its causes and the factors affecting performance of correspondence students is generally lacking in the four countries, although a start has been made in collecting this type of data in East Germany. A recent (unpublished) survey undertaken by the Ministry of Education for internal purposes apparently shows that dropout in teacher upgrading correspondence courses occurs more often for family or health reasons or because of the student changing his occupation than as a result of learning difficulty. The maximum dropout on these courses, which are currently taken by some 10,000 teachers or about ten per cent of the present teaching force, is twenty per cent. An important factor here may be the degree of pre-selection employed: because the students are subsidised (their own contribution is 120 marks - about £13 - per year), the head teacher and local education authority jointly decide, on the basis of the applicant's practical and academic ability and the needs of the service in the area, whether he shall be allowed to take the course. This initial scrutiny of the applicant's fitness for the course, together with the amount of oral tuition given and the fact that all students have already undergone basic training, would seem to account for the low dropout rate and the apparently low incidence of learning difficulty causing dropout.

In the other main areas of university-level correspondence study in East Germany, dropout is said to be higher: between 30 and 40 per cent in economics (compared with five to eight per cent in full-time study) and between 40 and 60 per cent in technological courses (compared with 20 to 30 per cent in full-time study). Surveys of dropout and its causes at the institutional level are beginning to be made, and details of one of these are reported later.

One small-scale research has been undertaken in Holland by the Faculty of Sociology at the Free University of Amsterdam. This investigated students who enrolled for a course in book-keeping provided by L.O.I. It is difficult to evaluate this research since no details of methodology are given in the report[21] nor is the actual dropout rate on the course investigated made known. The principal conclusion, however, is that the students in the course who 'intended to sit the examination' were more strongly motivated than the dropouts by the prospect of vocational advancement and personal achievement: the dropouts had vaguer goals, were more inclined to believe that something was lacking in their education and were more likely to have been persuaded by publicity to enrol for the course.

This conclusion, if validated on a wider basis, would point to the need for more effective initial advice and guidance. Other aspects that require investigation are the types of course which produce the highest dropout, and the point along different courses at which dropout is most marked. The general impression is that the longer courses are particularly vulnerable, the first three to six months of such courses producing a very high dropout.

A further issue is what colleges can do to dissuade students from dropping out. As is common in Britain, most colleges in the countries visited send one or two standard letters when no written work has been received from a student for either three or six months. In East Germany tutors can talk to potential dropouts at consultation sessions. The use of the local student association leader for this purpose by S.G.D. in West Germany has already been described. One Dutch college telephones students who have sent in no work in the first four to six weeks after starting a course. Students are invited to telephone the college at any time during the day or evening to discuss their study problems. Another uses a computerised letter writer which economically permits considerable variation in the contents of letters to different students to take account of different problems and weaknesses. This raises the possibility of sending regular study reports individually prepared but economically processed by computer writers.

The European Council for Education by Correspondence is about to conduct, through its Educational Subcommittee, an investigation to discover what its member colleges do to maintain student motivation, and this will also cover the related questions of constructive tutoring and instructing students in study techniques. It is likely that, as the student who drops out comes to pay a much smaller proportion of the cost of the course, greater attention will be paid to the problem of dropout, and to securing student continuance rather than simple enrolment.

7. THE FRANKFURT 'RADIO COLLEGE'

We conclude this report by describing, in the remaining sections, certain approaches to the use of correspondence, sometimes combined with other methods, for teaching at university and near-university level.

The 'Radio College' (Funk-Kolleg),* operated since mid-1966 by the Hessischer Rundfunk in association with the Johann Wolfgang Goethe University, Frankfurt, was founded to serve several distinct groups of students.

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* A 'Television College' is also now run by the Bayerischer Rundfunk in Munich, combining television, correspondence and oral tuition to present courses for middle-level qualifications. Since the home study project is concerned exclusively with advanced qualifications, it was felt that the limited time and resources available would be best used by studying the Radio College, which teaches for advanced qualifications only.

GROUP ONE. People at work who do well in their occupations and who wish to go to a University, but are unable to do so through lack of the entrance qualification (Abitur). It was previously almost impossible for such people to achieve their aim, since it required either several years' study at an evening institute or by correspondence for the Abitur, or full-time attendance at a university for two semesters to obtain the required testimonials before being allowed to take a special entrance examination. By arrangement with the Hesse Minister of Culture, successful participants in two Radio College courses for two semesters now enables students to take the special examination.

GROUP TWO. Trained and practising teachers, both those who are teaching in lower levels of education and want to teach at sixth form level, and sixth form teachers who wish to qualify to teach in extra subjects. The first category can attain their objective after taking Radio College courses for four semesters, followed by an examination. For the second category, the study period depends on the number of subjects taken. Once again, special arrangements have been made with the Hesse Minister of Culture to create opportunities which did not exist before.

GROUP THREE. Students in university-level institutions in Hesse who wish to broaden the range of their university studies to include one or more of the subjects offered by the Radio College (all currently in the field of social studies). Recognition is granted by universities for successful participation in a Radio College course and completion of an appropriate university examination.

GROUP FOUR. Interested members of the public of academic standing who are not seeking a qualification as such but who, for occupational reasons, need to extend their knowledge into one or more of the subjects offered by the Radio College, or, if they already have a grounding in them, to keep up to date with recent developments. For this group, the Radio College courses to some extent serve the function of postgraduate conversion and refresher courses.

Before describing the tuition system of Radio College, two important observations need to be made on the above. Although Radio College is intended to serve several distinct audiences, the actual courses are the same for all groups. It is recognised that a basic course in, say, economics, can serve for students attempting university entrance, for current university students wishing to broaden their syllabus, for postgraduate students qualified in other disciplines, and for teachers who, by taking several courses, can qualify to teach social studies in sixth forms. This appears to be an economically wise strategy, and raises the question whether our own forthcoming Open University courses should aim to prepare students only for university-type degree and diploma qualifications, or whether they should be planned for use at least in part-preparation for any of a much wider range of qualifications, for example, in the G.C.E., professional and postgraduate fields.

The second observation concerns the length of time Radio College students seeking a qualification are expected to study before being in a position to sit the appropriate examination. The longest qualification-geared course is that for teacher upgrading - four semesters. The other examination objectives are normally attainable in two semesters or less (though students whose performance is unsatisfactory may be required to repeat a semester). Here the system recognises the undoubted strain of home study in addition to full-time work, and the home student's consequent need for the incentive of knowing he can complete the course and obtain a meaningful qualification within a reasonable period. Nor need the course on that account be simply a cram course: Radio College students must not take more than two subjects at a time.

The Radio College at present offers courses in five subjects in the general area of social studies: economics, modern history, sociology, law and political science. English and French will be introduced in the near future. At present, also, the service is limited to the state of Hesse (broadcasting, like education, is organised largely on a state basis in West Germany), but discussions are under way on its possible extension to other states. The broadcasting side of the service has hitherto been limited to radio, but 'enrichment' programmes on television were being introduced in early 1968 and it is anticipated that television will eventually form an integral part of the service.

Each subject is presented through a series of twenty radio lectures lasting 45 minutes each and twenty radio seminars of the same duration. The radio time allotted to each subject is therefore forty programmes of 45 minutes each. The radio seminars take the form of discussions between the lecturer, junior academic staff and students of the College. Three pieces of written work are required from the student for each subject taken during a semester, and the quality of these determine whether the student is allowed to sit for the examinations. Unsatisfactory work can lead to a direction to repeat the semester or to the cancellation of the student's registration. This degree of strictness had to be built into the system to obtain recognition of Radio College courses as preparation for official examinations.

The printed material accompanying the radio series differs markedly from the traditional correspondence course. It is more in the nature of a 'package' of reference materials: extracts from relevant books, offprints, reference lists, date tables, graphics and practice exercises are sent as appropriate to the subject matter. It is the conviction of Dr. Gerd Kadelbach, of the Hessischer Rundfunk's Education and Training Department, that the combination of two educational media requires the development of a 'new form' of tuition, integrally planned from the start, and that the loose conjunction of two hitherto independently-used modes of tuition is not sufficient. The radio lectures are printed, but are distributed only after the end of the semester for revision purposes, to discourage rote learning.

All services of the Radio College, including the written material, are provided free of charge to registered students, the costs being met jointly by the Hessischer Rundfunk and the Volkswagen Foundation. Optional oral teaching for one evening per week in conjunction with the Radio College courses has been arranged with twenty evening institutes (volkshochschulen) in Hesse. About one-third of the registered students are found to attend these oral classes, for which a charge of between £3 and £5 per year is made.

Preliminary figures show that about 75 per cent of the students who were registered for the special shortened university entrance qualification passed the first semester's examination. This is a remarkably high figure, but it should be remembered that applicants for the course are selected on the basis of their performance in their occupations, and that the course has been specially shortened to hold out to the student a reasonable prospect of his goal being achieved. Fuller analyses of student performance are being made, and will be awaited with keen interest.

Of greater immediate concern are the results of a survey of early enquirers carried out for the organisers of the scheme by a private research organisation.[22] This was based on a mailed questionnaire sent to the first 1,800 people who wrote to enquire about the scheme during the summer of 1966. Usable questionnaires returned totalled 1,312 (73 per cent response rate). Of these 1,312,

406 (31 per cent) wanted to take the university entrance examination (Group One above: university entrance candidates);

115 (9 per cent) were trained and practising teachers (Group Two above),

102 (8 per cent) were current university students (Group Three above);

599 (46 per cent) fell into Group Four above, 'interested members of the public', who were not aiming to prepare for any qualification (non-examination participants); and

90 (7 per cent) were no longer interested (non-participants).

Groups One, Two and Three - students aiming at examinations - were regarded, perhaps somewhat prematurely, as the potential active core of Radio College students.

This survey yielded a host of interesting results, of which only a few can be briefly summarised here. 23 per cent of the responses were from women, but among the university entrance candidates the proportion of women was only 16 per cent. 48 per cent of the responses were from people in the age-group 20 to 29, and 77 per cent were between 20 and 39. The scheduled times of the broadcasts (Thursdays and Fridays at 5.15 p.m. and Saturdays and Sundays at 4.15 p.m.) were the most popular. Nearly half (47 per cent) of the university entrance candidates were prepared to devote ten or more hours per week to their Radio College studies, but for all other participant groups the highest percentage was in the 4 - 6 hour category, suggesting greater motivation among the university entrance candidates.

Three groups of findings are particularly noteworthy. Although the occupational status of respondents was, as might be expected, heavily weighted in favour of non-manual workers, only two per cent being manual workers, there is some evidence that Radio College could help in overcoming barriers to social mobility. 23 per cent of the fathers of university entrance candidates responding were manual workers, compared with about 5 per cent of the fathers of West German students as a whole. The fathers of respondents in the other groups tended to be educated to a higher level and to have had a higher occupational status than the fathers of university entrance candidates responding. This group of university entrance candidate respondents showed one other interesting feature: of those who were married, the spouses of 22 per cent had themselves already passed the university entrance examination, and the spouses of 16 per cent had completed higher education.

As expected, the respondents came predominantly from the middle and upper income groups, and showed a high ownership of semi-luxury consumer goods. 46 per cent owned a tape recorder, a fact which illuminates the significant finding that 33 per cent of the intending participants proposed to record the Radio College programmes on tape, or to have them recorded by someone else. Among the university entrance candidates and the teachers the proportions expressing this intention were particularly high – 55 and 48 per cent respectively: among the students it was 42 per cent and among the non-examination participants 23 per cent. If this stated intention has been pursued, it clearly has several implications. The possibility of this occurring among our Open University students should be considered carefully, since it may have an effect on the relative roles to be accorded to radio and the other media in the system.

The most revealing findings concern the degree of satisfaction in their work recorded by respondents. 54 per cent of the university entrance candidates responding wanted to change their occupations: this also applied to as many as 30 per cent of the teachers! Overall, 33 per cent of the respondents wanted to change. When the intending participants were asked for reasons for their wish to take Radio College courses, 53 per cent gave 'intellectual enrichment', 28 per cent improved vocational opportunities generally, and 17 per cent the attainment of a specific vocational objective. Two-thirds of the respondents saw in participation in Radio College courses a means to vocational advancement: this perception was particularly strong among the university entrance candidates (89 per cent) and the teachers (87 per cent): among the non-participants, significantly, it was much less (40 per cent). The survey concludes that the wish to participate was strongly motivated by vocational considerations. In view of the fairly widespread stated desire for intellectual benefits, it might be more accurate to say that there was a strong vocational motivation among a substantial minority of the respondents, exactly one in three, who were extremely dissatisfied in their occupations.

The Radio College is one result of the increasing awareness in West Germany of the potential use of the 'distance media' in advanced education. Another is the establishment of the German Institute for Correspondence Study, which is as yet barely more than a blue-print, but of great significance for the future.

C. THE GERMAN INSTITUTE OF CORRESPONDENCE STUDY

This Institute has grown out of an interest in the possibilities of correspondence education shown by the Volkswagen Foundation. The Foundation commissioned several reports and researches, including the massive comparative study by Peters at the Educational Centre, Berlin, and a research by Austermann,[23] not yet completed, at the German Institute for International Educational Research, Frankfurt, into the sociological characteristics of correspondence students.* It also offered a grant of four million marks (about £375,000) for the establishment of a scheme of correspondence teaching at university level. Following discussions with the Minister of Culture of the State of Baden-Wurttemburg, the German Institute of Correspondence Study was set up at the University of Tübingen in March, 1966, under the direction of Prof. Dr. Günther Dohmen.

The Institute is a largely autonomous body within the University, being governed by a Foundation whose members are representatives of the states, the Federal Government, the universities, the Volkswagen Foundation and Tübingen University itself. Its function is to arrange the provision of correspondence tuition at university level throughout the Federal Republic.

Hitherto no university-level correspondence study has existed in West Germany, either provided by public bodies (as in East Germany and the other East European countries) or by private organisations (as, predominantly, in Britain). Nor is it likely that finance on such a scale will again be available in the forseeable future for any alternative schemes of university-level correspondence study in West Germany. The Institute therefore feels that it is in a position to plan the development of its programme on a co-ordinated basis from the start. The Institute itself will provide very little correspondence material directly, but will commission particular faculties and departments of West German universities to provide courses in specific subjects, aiming in general to avoid duplication.

Present plans are limited to two-year courses of university-level for teacher upgrading; courses have been or are being prepared by various universities in English (a test course for Baden-Wurttemburg students only, starting in April, 1968), mathematics, biology (both to start in late 1968), political science and education, and plans are being worked out for chemistry, physics and theology. The correspondence courses will be combined with two-to four-week summer schools, and it is intended to establish study groups in towns and central villages.

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* The fate of this research is now uncertain, due to the investigator's tragic death in a motor accident early in 1968.

This area of teacher education is one in which West German universities have not so far been involved. It is felt that the climate in the universities is still not ready for the introduction of correspondence teaching of existing university courses, but that, as the pressure of rapidly increasing student numbers, with which financial provision is unlikely to keep pace, makes itself felt, the universities will have to reconsider their position. German universities still predominantly maintain an 'open door' policy of admission towards all those who have passed the *Abitur*, and, faced with the Government's opposition to selection, they are expected to prefer correspondence tuition for perhaps the first year of a university course to vast overcrowding. In that event, the groundwork undertaken by the German Institute for Correspondence Study will be of great value, particularly as the courses now being prepared and planned are comparable to basic courses at university. It is recognised that the scope and aims of the Institute parallel to some extent those of the Radio College in Frankfurt, and a committee has been established to co-ordinate the development programmes of both institutions: the Institute will also take over the production of the written material accompanying the programmes of the Radio College.

Probably of greatest interest to us is the Institute's decision to distribute its resources in such a way as to avoid wasteful duplication of provision. This is a courageous decision, which it is recognised will arouse some opposition and could lay the Institute open to unfortunate accusations. Nevertheless, one of the main advantages of correspondence tuition is that a single course can reach any number of students spread over a wide area, and this tends to make duplication of correspondence provision particularly unnecessary and wasteful. This is a characteristic of the method we shall need to bear in mind when planning new correspondence facilities, such as those envisaged under the Open University scheme.

9. TEACHER TRAINING BY CORRESPONDENCE

The use of correspondence for the training and upgrading of teachers was found to be accepted and well-developed in all the countries visited except *West Germany*, where, as we have just seen, provision of facilities for this purpose is well under way. We have already discussed this provision in *East Germany*, where about one in ten teachers in any form of training is taking upgrading courses by correspondence, from simple primary to secondary conversion, to training for headships or posts in the Inspectorate.

In France, also, the C.N.T.E. provides correspondence courses for practising teachers in many fields, including technical teacher training, training for the inspectorate and the much-prized agrégation, the highest teaching qualification, which is taken following the first degree (Licence); more than one in five of the successful candidates in the agrégation examination in 1966 prepared for it by correspondence.[24]

Correspondence plays a particularly vital role in teacher training in Holland, but here, in contrast to the situation in the other countries visited, the courses are provided entirely by private colleges – mainly by L.O.I. of Leiden, but also by N.S.S.C. of Culemborg. Courses of basic teacher training are included in the provision: students make their own arrangements for the teaching practice component of the course with education authorities, although guidance on this is given by the correspondence college, and the teaching practice period is assessed by state education inspectors.

The basic course qualifies the student to teach in primary schools. There is a 'ladder' of three further qualifications in single optional subject areas, with no practical teaching component, qualifying the student to teach in progressively higher stages of the educational pyramid, until he can finally reach the equivalent of a continental doctorate (approximately Master's level in Britain) for sixth form teaching. Correspondence courses are available for all these qualifications, and indeed it is possible for a teacher to be entirely trained up to sixth form level without attending an oral teacher training establishment at all. About one third of those in all forms of teacher training at any one time in Holland are studying by correspondence.

In East Germany, official opinion is doubtful about the desirability of teacher training by correspondence, even when combined with regular consultation sessions and annual longer courses, on the grounds that it can produce an excessively theoretical orientation. The use of correspondence in teacher training since 1950 in East Germany is regarded as a temporary expedient, made necessary by the lack of financial resources and the low level of qualification of many existing teachers, who have needed upgrading courses while teaching. The ultimate aim is to provide all intending teachers with a full-time oral higher education of four years, and the proportion of teachers in training studying by correspondence will be progressively reduced. The only group for whom it is likely to remain are postgraduates, who take an eighteen-month training course by correspondence after graduation and while in their first teaching post.

In the other main area of university correspondence study in East Germany, economics, there is much less likelihood of a decline of correspondence tuition. In 1966, 5,401, or about one in five of all university-level correspondence students, were studying economics by correspondence, and there were more students studying it by this method than by continuous oral instruction (4,170).[25] Most of these correspondence students take the courses provided by the School of Economics (Hochschule für Ökonomie) situated at Karlshorst, a surburb of East Berlin, whose work is described in the next section.

10. THE SCHOOL OF ECONOMICS, EAST BERLIN

This is a university-level institution specialising in the teaching of economics (without other social sciences) and providing courses of three types:

(a) full first degree courses in economics;
(b) postgraduate courses for economics graduates; and
(c) postgraduate conversion (or 'supplementary') courses for graduates in other disciplines.

Course (a) is available for both correspondence and full-time oral students: at any one time there are about two thousand correspondence and one thousand full-time oral students taking it. Courses (b) and (c) are only available for correspondence students (in the East German meaning of the term) and comprise together about two thousand students at any one time. The School thus has some five thousand students in all, four thousand of whom are correspondence students.

The first degree course is of five years' duration for the full-time oral student, and six years' for the correspondence student. This relatively small difference in the length of study for the two types of student is explained partly by the fact that correspondence students, being already at work, are exampt from periods of practical work training compulsory for full-time students, and partly by the greater maturity of correspondence students, whose average age is 28, compared with an average age of 19 to 20 for full-time students.

It is interesting that this experience is similar to the Australian one with part-time university students:

> 'Typically the part-time student is older than his full-time colleague (Middleton gives the difference in average age as about seven years), and through his employment he will have had experience which may be relevant to the subjects he is studying. It is to be expected that history, philosophy, literature, indeed all the subjects of the humanities and social sciences, will take on different dimensions for the student who is older and has some experience of the world of affairs than for someone straight from school.'26

The final comment in the quotation tends to be confirmed by a sample survey of 500 of its correspondence students carried out by the School, which found a high correlation between length of job experience and degree of success in studies.

Several other suggestive correlations were obtained in this survey, for example between position in one's occupation and both degree of success in studies and a perception of the relevance and usefulness of the knowledge gained during the course to one's work; also between such a perception and marks gained during the course. Although a general factor of intelligence may underlie these particular correlations, it is likely that further studies of these variables would be profitable. The drop-out rate among the students surveyed was found to be between 30 and 40 per cent, compared with five to eight per cent among full-time students at the School.

As is common in East German universities, school-leavers with the university entrance qualification are directed to full-time oral study, unless there are special circumstances. People with some work experience and the entrance qualification take the correspondence course, though it is not normally possible to enrol over the age of 40: this, too, is common to all East German correspondence study.

Correspondence students taking the first degree course are given 50 days' paid leave per year for oral study. For the postgraduate courses (b) and (c) above, which last eighteen months and two years respectively, 60 days' paid leave is granted to cover the whole course. The School has four consultation centres, at Dresden, Potsdam, Magdeburg and in its own premises in East Berlin. Students normally attend these for one day every fortnight, and have a two-week oral course at the School every six months. For the earlier years of the course, the consultation centres use part-time staff who teach full-time in university-level institutions in the locality. For the later years, the School's own specialist staff go out to the consultation centres.

Beyond the information contained in the survey, it is found in general that the full-time oral students are better able to master the theoretical principles of the subjects studied, while the correspondence students are more likely to succeed in translating what they have learned into practical terms in their work situation after completing their studies. There appears to be a widespread recognition among students of the value of the correspondence training: 83 per cent of the survey respondents found the knowledge gained relevant and useful in their work.

The main problem surrounds the resources that can be allocated to the printed correspondence study material. These appear to be quite inadequate, with the result that lesson units have to be long (between 50 and 100 pages each, some 40 or 50 representing one year's work), uniform in appearance, printed on poor quality paper and with little or no use of photographs, diagrams or other visual aids. (They are also available as an additional study aid for full-time students at the School, at around two marks per unit, and are purchased in substantial numbers). This is clearly a weak feature of the system, whose effects, nevertheless, are likely to be greatly mitigated in the regular oral consultation sessions and courses.

11. CONCLUSIONS

This report has focussed mainly on the organisation of correspondence education in the countries visited. To study this was the prime purpose of the visit, and so relatively little has been said about techniques of correspondence teaching and the quality of correspondence material. Some impressions of these matters were gained, and numerous examples of course material collected, but to study this aspect in depth would have required far more time than was available.

We summarise below the main points that have emerged from the visit as reported here :

(i) There is clear evidence of a dramatic growth since the war in the numbers of correspondence students in all the countries visited. In addition, student numbers in Holland are remarkably high in proportion to population, by comparison, for example, with Britain, and we have discussed some of the factors underlying this.

(ii) In Holland and West Germany, where correspondence tuition is provided entirely by private institutions, schemes of state inspection are likely to be introduced in the near future. In Holland, a voluntary scheme of accreditation has been in operation for more than twenty years, and has attracted an ever-increasing degree of government subsidy. France already has a large state-controlled correspondence college providing courses for more than 100,000 students.

(iii) Periods of oral instruction are frequently included in correspondence courses in Holland and West Germany, and always in East Germany. Except in East Germany, however, they are usually optional, due mainly to the heavy additional cost involved and the lack of direct government subsidy to correspondence education. In East Germany, as in other East European countries, correspondence courses are an integral part of the provision of further and higher education, and contain a significant element of compulsory oral tuition.

(iv) Correspondence students in Holland who withdraw before completing their courses pay little more than the proportion of the course fee equivalent to the proportion of the course they have taken. This system is being introduced also in West Germany. As it becomes common practice in correspondence education, it is likely that greater attention will be paid to the problem of student dropout.

(v) A study of two new West German institutions in the field of advanced education through 'distance media', the Frankfurt 'Radio College' and the German Institute for Correspondence Study, raises, among others, two particularly important points:

(a) whether our own forthcoming Open University courses should aim to prepare students only for university-type degree and diploma qualifications, or whether they should be planned for use at least in part-preparation for any of a much wider range of qualifications; and

(b) that, when new correspondence facilities are planned, we should bear in mind the ability of a single correspondence course to reach any number of students spread over a wide area, which tends to make duplication of corrospondence **provision** particularly unnecessary and wasteful.

(vi) The use of correspondence for the training and upgrading of teachers is accepted and well-developed in all countries visited, although it is regarded as only a temporary expedient in East Germany.

(vii) Fact-finding and research into aspects of correspondence education, particularly into the factors associated with successful study by correspondence, are beginning to be undertaken, and a great deal is likely to be done in this field in the years ahead, by correspondence institutions, by universities and research organisations, and, on a broader plane, by international bodies like the Council of Europe and the European Council for Education by Correspondence. Studies undertaken so far suggest that, in certain courses, successful study is related to clarity of goals, and (where the subject-matter of the course is relevant) to length of job experience. One in three people who enquired about courses of the Frankfurt Radio College was extremely dissatisfied in his job. Research is particularly needed:

(a) to discover how correspondence students who attend optional oral sessions differ from those who do not, both as regards personal characteristics and subsequent performance in their studies; and

(b) to assess the relative effectiveness of 'paced' and 'unpaced' systems of correspondence tuition.

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ANNEX 1

REGULATIONS GOVERNING STANDARDS OF THE INSTITUTION FOR THE INSPECTION OF CORRESPONDENCE COLLEGES (NETHERLANDS)

A. DEFINITION

Education by correspondence is defined as follows: the systematic transfer of knowledge and understanding on sound didactic principles, largely by means of the written word.

B. STANDARDS

For the granting or extension of recognition.

I. Basic standards:

1. In general, the teacher whose duty it is to design the whole or part of the written courses in each of the subjects provided, and the persons who are responsible for guiding the students in their studies, shall be fully qualified to teach the subjects concerned.
2. The work of the students shall be guided and supervised. They shall be given the opportunity to send in their work for correction and to submit questions at regular intervals, and shall be given the maximum encouragement to do so.
3. The costs attached to the correction of work and the answering of questions shall be included in the fee for the course.

II. Standards supplementary to the basic standards:

1. At the beginning of the course each student shall be informed in an unambiguous manner that answering questions and completing exercises will form an integral part of his study.
2. The student's work shall be corrected under the supervision of the Directors of the institution by teachers who are registered with the Inspectorate and accepted as such by the latter on the ground of their qualifications.

III. Special standards:

1. The Directors of an institution shall be of good reputation.
2. Institutions shall be able to satisfy the body granting recognition that they are able to fulfil their obligations to their students. They shall therefore be able to provide reasonable guarantees with regard to their financial basis and their continued existence. Furthermore, they shall be in possession of all equipment required for the courses they provide, except where special exemption has been granted by the Inspectorate.
3. Institutions that prepare their students for external examinations shall inform the Inspector at his request of the results

of such examinations in so far as those results may reasonably be expected to be known to the institutions concerned.

4. Recognised institutions shall require permission from the Inspectorate to award diplomas, certificates or testimonials of a similar nature, unless otherwise stated in the Examination Regulations based on these Standards.
5. Each institution shall systematically record all particulars of essential importance to recognition by the Inspectorate and the conditions arising therefrom.
6. It shall be proved to the satisfaction of the Inspectorate that the obligations undertaken by the students are based on reasonable principles. The obligations of both parties shall be clearly stated on the enrolment form, or be specifically referred to therein, while students shall state that they are aware of those obligations.
7. Recognised institutions wishing to employ the services of one or more representatives of any type or under any name whatsoever to recruit or assist in the recruitment of students for its courses shall first obtain permission from the Inspectorate to do so, and shall observe all conditions stipulated by the latter in this respect.
8. All documents containing information handed to the Inspectorate for assessment in connection with an enquiry relating to the granting, extension or continuation of recognition shall become the property of the Inspectorate unless by reason of their nature they would be difficult or impossible for the institution to replace, in which case the Inspectorate shall be apprised of that fact at a reasonable interval before the commencement of the enquiry.

C. PROFESSIONAL CODE

An institution recognised by the Inspectorate shall:

1. formulate its lessons, prospectuses and publications in such a way as not to be at variance with the law or with generally accepted standards of decency and not to be detrimental to public order and morality;
2. formulate its publications, prospectuses, etc. and, in general, carry out its advertising in such a way as to convey an accurate picture of the institution (course), without holding out any promises in respect of results that it cannot reasonably hope to fulfil;
3. observe the statutes and regulations of the Inspectorate, fulfil

all obligations towards the Inspectorate and, if removed from the list of affiliated institutions, relinquish those rights that were gained when recognition was obtained;

4. provide the Inspectors in confidence with all information required by them regarding the observance of the provisions of the Standards Regulations and afford them every facility should they wish to institute any enquiry on the premises;
5. provide the trustee appointed by the Inspectorate with the information necessary for the proper discharge of his duties;
6. inform the Inspectors in confidence of all changes in the institution, specially those relating to the management or the teaching staff, and of planned alterations in or extensions of the institution's field of activities;
7. not co-operate with an unrecognised correspondence school if, in the opinion of the Inspectorate, to do so would be detrimental to the interests of the recognised institutions.

ANNEX 2

STATISTICS OF THE NATIONAL CENTRE FOR CORRESPONDENCE INSTRUCTION (France)

(A) CURRENT STUDENTS 1965-66 AND 1966-67

	1965-66		1966-67	
Enrolled at	Number of students	Per cent	Number of students	Per cent
Vanves	80,237	71	78,891	63
Branches:				
Lyon	17,151	15.5	22,049	18
Lille	6,298	5.5	11,592	9
Toulouse	9,323	8	12,169	10
Totals	113,009	100	124,701	100

(B) STUDENTS' REASONS FOR ENROLMENT (Vanves) 1965-66 AND 1966-67

	1965-66		1966-67	
	63,756 responses out of 66,208 students questioned		62,714 responses out of 67,138 students questioned	
Reason	Number of students	Per cent of responses	Number of students	Per cent of responses
At work:				
Public sector	(24,252)	(38)	(27,055)	(43.5)
Private sector	(6,707)	(10.5)	(7,065)	(11)
Total at work	30,959	48.5	34,120	54.5
Subjects not provided at school	10,414	16.5	7,879	12.5
Distance from school or college	10,331	16	4,503	7
Armed forces	5,692	9	5,716	9
Ill health	5,164	8	5,622	9
Family situation	---	---	3,952	6.5
Artistic studies	1,196	2	922	1.5
Totals	63,756	100	62,714	100

Adapted from: Ministère de l'Éducation Nationale, Centre Nationale de Télé-Enseignement, Renseignements Statistiques (Statistical Information) 1965-66, 1966-67, pp.4,52,53.

APPENDIX G

EDUCATION BY CORRESPONDENCE IN SWEDEN, RUSSIA AND POLAND

Report of a visit
made by

S. Subramanian

EDUCATION BY CORRESPONDENCE IN SWEDEN, RUSSIA AND POLAND

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INTRODUCTION

Although correspondence education has attracted little attention in this country among either educationists or official bodies until recently, other countries have been exploiting its advantages for more than a decade. Particularly rapid progress has been made in Europe, where correspondence is frequently combined with other media in a variety of learning situations.

It was therefore decided to visit some European countries and study their systems of correspondence education; to see how it is used and the fields it covers. Though the time and resources available for this purpose were limited, an attempt has been made to study as many systems as possible, as well as the different areas in which the method has been effectively employed. My colleague Mr. R. Glatter, who visited Holland, West Germany, East Berlin and France, has written a separate report on his visits.

I went to Sweden, Russia and Poland. This report includes a section on each of these countries which outlines the growth of correspondence education within it, and describes some institutions I visited there. I have attempted to deal with the history of each institution, its administration, courses, methods, effectiveness, dropout rates and any research undertaken.

The institutions were selected to represent a particular activity in which correspondence study is used. The field covers a wide area ranging from academic teaching at university level and industrial training, to hobby courses and studying for self-enrichment.

SECTION I: CORRESPONDENCE EDUCATION IN SWEDEN

Correspondence education started in Sweden in the 1890's and now serves nearly a million students, one out of every eight Swedes being engaged in some form of correspondence study.

In a sparsely populated country where only 8.5 million people live in about 175,000 square miles some special educational problems are inevitable, and although general educational provision has been substantially increased since the socialist government came to power in the 1920's, gaps have been left in some sectors. In the same period industrialisation has created a demand for the means of training skilled workers with the minimum dislocation of labour: increasing importance has been attached to courses of training for a wide variety of specialised qualifications; and an expanding interest in tourism, international travel and world affairs has intensified the desire of many Swedes to study foreign languages. All these factors have contributed to the pressure on existing educational resources in the country as a whole.

The Adult Education Bill

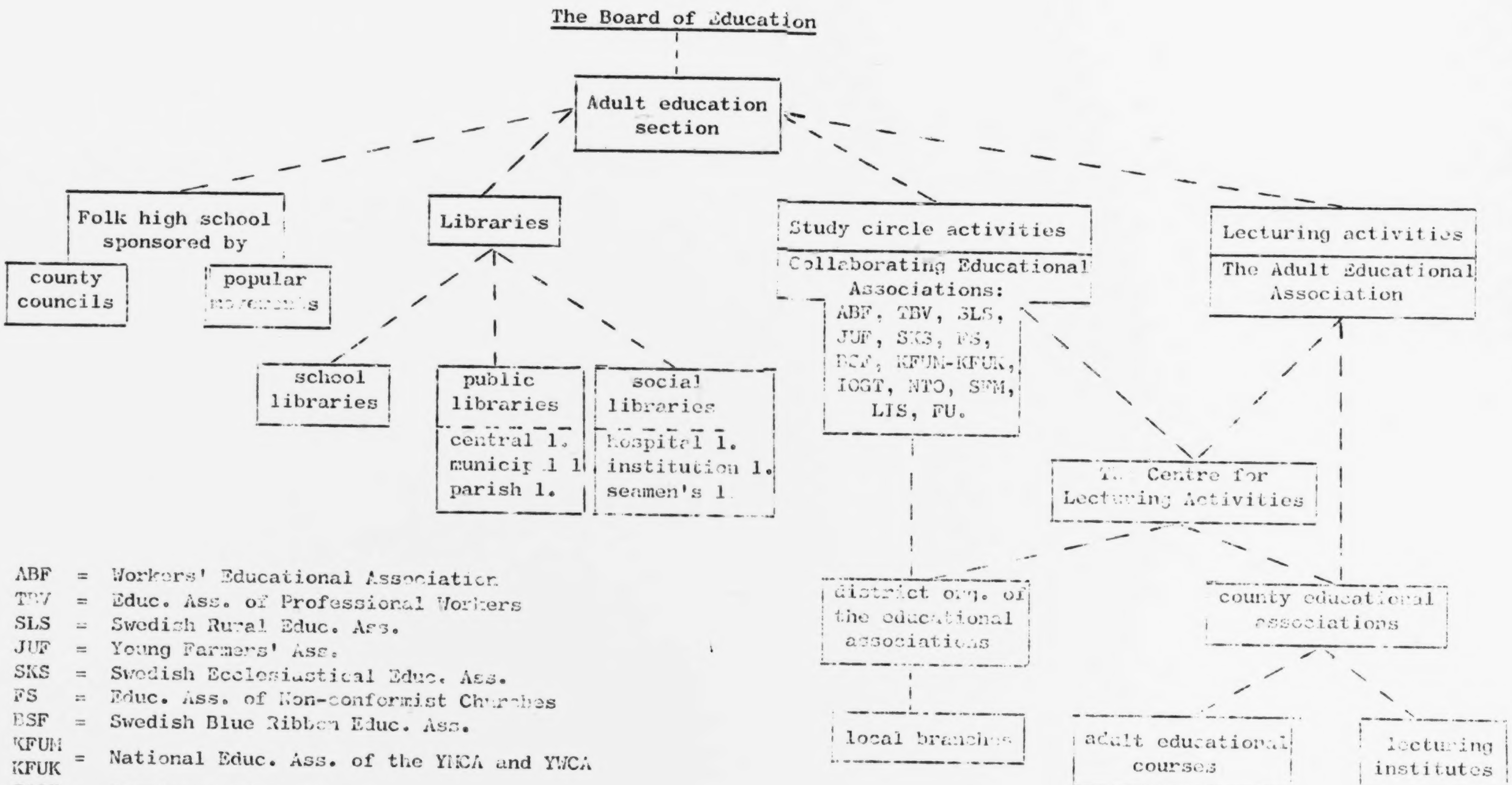
The Swedish Board of Education has therefore taken steps to augment existing facilities and to develop new resources and methods. Established institutions providing further education, and particularly correspondence study, have received direct subsidies and state grants. Additionally, extensive enquiries into the need and demand for adult educational provision have led to the recent introduction of a Bill which is intended to meet the current situation and future requirements for many years to come. This provides for:

a) increased use of radio and television for teaching purposes, preference being given to correspondence education;
b) installation of a special production unit to prepare educational programmes;
c) a Committee to be formed which will research and experiment in private study courses;
d) expansion of existing courses and provision of new ones in the field of Business Studies;
e) promotion of educational activities to fulfil labour and industrial requirements;
f) making available additional grants to cover 100 per cent of the costs of school management and teachers providing further education through part-time and correspondence;
g) laboratory facilities to be made available for students studying science subjects through correspondence;
h) additional facilities and grants to be made available for study circles;
i) making educational loans available easily, interest free, to all correspondence students; and
j) subsidising travel expenses through grants.

The Adult Education Department in the Board of Education

Implementation of the Bill devolves largely on the Board of Education's Adult Education Department. This was set up in the 1950's, and has since been developed to meet the volume of current and new work. The administrative structure is shown overleaf.

The functions of the adult education section include scrutiny of correspondence courses used in adult schools and elsewhere. (The school section supervises secondary school level correspondence courses.) It co-operates with private correspondence colleges in making available grants for development of courses, and at the same time assumes a certain amount of control on its progress and performance. Promotion of study circles, provision of grants, running of Folk High Schools, Adult Education Centres, provision of library facilities etc., are some of its other administrative


The Board of Education
Adult education section
Folk high school sponsored by
county councils
popular movements
Libraries
school libraries
public libraries
central l.
municipal l.
parish l.
social libraries
hospital l.
institution l.
seamen's l.
Study circle activities
Collaborating Educational Associations:
ABF, TBV, SLS, JUF, SKS, FS, BSF, KFUM-KFUK, IOGT, NTO, SFM, LIS, FU.
Lecturing activities
The Adult Educational Association
The Centre for Lecturing Activities
district org. of the educational associations
local branches
county educational associations
adult educational courses
lecturing institutes

ABF = Workers' Educational Association
TBV = Educ. Ass. of Professional Workers
SLS = Swedish Rural Educ. Ass.
JUF = Young Farmers' Ass.
SKS = Swedish Ecclesiastical Educ. Ass.
FS = Educ. Ass. of Non-conformist Churches
BSF = Swedish Blue Ribbon Educ. Ass.
KFUM KFUK = National Educ. Ass. of the YMCA and YWCA
IOGT = Templars' Educ. Ass.
NTO = National Order of Templars' Educ. Ass.
SFM = Educ. Ass. of the Citizens' School
LIS = Liberal Educ. Ass.
FU = People's University or Folk University

activities. From 1968 the section will have a new branch to co-ordinate radio and television programmes.

Correspondence Students

At the same time, correspondence institutions have also been expanding rapidly. In 1958 the number of new enrolments was 330,000. This increased to 450,000 in 1961 and 675,000 in 1967. The number of students studying by correspondence rose from 700,000 in 1961 to more than a million in 1966. The policy of the government has been to assist private initiative in this sector rather than give direct support. The best example of this policy is the help given to Hermods Correspondence School and A.B.F. when they were in financial difficulties in the 1940's. Similar encouragement was given in 1951-1952 and 1958-1959 when 'supervised correspondence study' techniques and 'study circle' techniques were developed. These two institutions have since developed rapidly and now provide almost all the correspondence education required in the country.

University participation

The interest and participation of Swedish University departments in correspondence education dates back to the 1940's when Professor Hussen, Professor of Education, University of Stockholm, worked out aptitude tests for students proposing to study by correspondence. This approach has given Sweden the greatest preponderance of correspondence students in any country outside the Soviet Union. Research into the use of programmed learning in correspondence study has shown valuable results in terms of increased attainment, and an experiment in University level correspondence education, teaching political science, is likely to provide valuable information on success rates and drop-outs, characteristics of students and the effectiveness of such additional media as radio and television.

Some institutions of correspondence education

1. Hermods - NKI

a. History

Started as an ordinary school by its founder, Hermod, in 1886, the school gave its first correspondence lesson when a pupil left the school because his parents moved to another part of Sweden, and the founder started corresponding with him about what, and how, he should study. In 1889 this correspondence method was extended to students in the agricultural and commercial fields. In 1898, Hermod printed the first self-instruction material, based on the German pattern.

In 1920 Hermod died, leaving the school to his wife who sold it in 1928 to a limited company headed by a Mr. Carne. Supervised correspondence study was introduced into Hermods' activities under his direction.

During the period 1948 - 50 the school went through serious financial difficulties, but with the help of government and business interests these were overcome and a foundation was organised to run the school on a non-profit making basis. By 1959 the standing of the school was such that the Board of Education empowered it to organise classes, conduct examinations and award certificates. The establishment of Hermods as an examining body has significantly changed its role in the field of correspondence education, and its certificates are formally recognised by commerce and industry throughout Sweden.

b. Administration

The School has 100,000 enrolments a year, and 250,000 students at any one time, with a turnover of Kr. 30 million (£2.15 million) and a profit of Kr. 200,000 (£15,000). Some of the profit is ploughed back, e.g. for the improvement of lesson material; some is used for scholarships and for reimbursement of fares to students coming from a long distance to the oral courses organised by the school at Malmö. The school supplies books and instruction material and has a library for students attending oral and residential courses. Both residential and external tutors cope with the marking of exercises, and the school maintains a staff of about 300.

The students send completed exercises direct to the tutors for marking. Marked exercises are routed back to students through the school to allow scrutiny, inspection and the keeping of records on the progress of the student. The director of studies makes additional comments and in some cases suggests extra reading material. The school thus maintains close supervision over the student. The time taken to send the exercises for marking and return them is roughly two weeks, as in England.

The school issues a magazine which is sent, free of charge, to all current students, and to libraries, schools and other professional bodies. This is published every two months and contains articles, photographs and information on subjects ranging from visitors to the school to interviews with tutors, discussions on correspondence study methods, etc.

The students can pay for their courses either in cash, to the postman on receipt of lesson material, or they can pay in instalments. If they discontinue a course, there is no obligation to pay thereafter.

c. Courses

The school offers courses in academic and non-academic subjects. Academic courses are based on the same syllabuses as the state schools. The non-academic and leisure subjects cover a wide range, such as languages, art, retail trade, distribution, selling, etc. Courses relating to training in industry and commerce are developed in consultation with, and to the requirements of, commerce and industry. For example, Swedish banks have agreed that all their new employees should successfully complete the basic course in banking by Hermods before they can be confirmed or promoted in their jobs.

d. Integrated Correspondence Study

The characteristic feature of a Hermods course is the system of integrated study they offer. Under this it is possible for a correspondence student to take a course which includes a certain amount of oral or face-to-face teaching: he takes a certain number of correspondence lessons and then goes to Malmö to attend an oral course for 2-4 weeks; after more lessons he then goes back to Malmö for a second oral course. This alternate arrangement of correspondence and oral courses gives students the benefit of both methods. The number of oral courses given under this system varies with the subject and is usually 2 or 3 a year. The same system is also used to teach some full-time students from state schools who are taking special subjects for which Hermods provide the tuition. Travel and other expenses to Malmö are met partly by Hermods, partly by the student, partly by the local authority and partly by the student's employer.

e. Supervised Correspondence Study

Hermods also provide supervised correspondence courses in collaboration with state schools, folk high schools and industrial and commercial training establishments. For these, Hermods supply lesson material, syllabuses, teaching aids, etc., a certain amount of actual teaching being done by the supervising staff. It is sometimes possible for students on these courses to work in groups, composed according to the subject of study and the ability of the student.

The most significant aspect of this method is the part played by the supervising teacher. He assumes responsibility for guiding the students through lessons and ultimately their courses. He also explains the difficult points of lessons, and suggests additional reading. When the student receives corrected correspondence exercises from the school, the teacher, in his supervisory role, explains the correspondence tutor's comments. This additional service and attention to the students means extra administrative tasks for the teacher. He must co-ordinate closely with the correspondence school, draw up time-tables, plan the use of teaching aids and keep progress records of students.

For the correspondence school, this system involves additional responsibilities in the training of supervising teachers. Syllabuses and tests have to be devised to suit the new classroom situation, rather than the correspondence student situation. The school must also mark the tests, and report results to the supervising teacher, the local education authority, and in most cases to the parents as well.

f. Grammar School Courses

Full-time students of state schools and those studying with Hermods, both in correspondence and full-time courses, may take their public examinations either at Hermods or at a state school. Hermods run residential revision courses and preparatory courses for these examinations, which are compulsory (in most subjects) for students who wish to take the grammar school level examinations conducted by Hermods.

g. University Level Courses

Hermods also prepare students for university degrees. Subjects offered are English, German, Political Economy, the Science of Government or Politics, Psychology, Religion, Mathematics and Physics.

The courses include the correspondence element, marking of exercises being undertaken by two tutors independently, and make use of standard textbooks as well as specially written notes. Sets of lessons are again alternated with short periods of oral instruction. Lectures are organised by Hermods and are given at the University of Lund, only a few kilometres away from Malmö, by University teaching staff. The University is also used for practical work in physics, psychology, etc. The period of stay lasts from 2 to 8 weeks, and may occur up to 4 times a year, according to the course.

The correspondence students sit for the university written examinations in the same way as full-time students, but in their oral examinations they are tested by a Hermods examiner. This makes this institution unique among correspondence colleges.

The university level courses are not expensive, most of the expenses being covered by public or state grants. As an example, the course on mathematics at university level costs Kr. 480 (£35) inclusive. The residential course during the summer at Lund University costs about Kr.100-150 (£8 to £10) per week, inclusive of board and lodging. Generally, the qualification requirement for entry to degree courses at any Swedish University is Studentexamen (G.C.E. 'A' level or matriculation), but this requirement is waived for Hermods' students except that the candidate must have attained the studentexamen level in the particular subject which he is taking at degree level. This encourages the student to take a university level course, even if he has not obtained a complete studentexamen certificate. The system of accumulating credits also applies to the Hermods course; to obtain a university degree the candidate should gain six credits.

h. Radio and T.V. Teaching

With certain other correspondence schools, Hermods provide lesson material written specially for Radio and T.V. programmes in consultation with the producers, and serve on the Committee which meet several times a year to discuss the practical aspects of the preparation of Radio and T.V. programmes in conjunction with correspondence lessons. Owing to the limited number of wave-lengths and T.V. channels available at present in Sweden, however, use of these media is somewhat limited.

j. Research

A research department is operated to study aspects ranging from the presentation of lesson material to the evaluation of correspondence education as compared with full-time education. The school has also been experimenting with techniques such as 'planned path instruction', and scientific testing of programmed instruction. In practice, however, shortage of time limits this kind of research.

k. Drop-outs

In general, dropout and withdrawal figures are difficult to compile as the criteria have not been defined, but Hermods are working out as precisely as possible their dropout rate on the basis of discontinuance of a course occurring in the year of enrolment. A very rough estimate, as given by Dr. Holmberg, is about 30 - 40 per cent, but this figure varies from year to year.

2. The Brevskolan

a. History

The Brevskolan was started in 1919, mainly to prepare study material for various branches of the co-operative movement in Sweden. Until the 1940's it concentrated mainly on accounting and started running correspondence courses in accounting during the 1920's.

In 1949 other organisations such as the L.O. (Labour Movement), the A.B.F. (Workers' Educational Association) and the S.A.P. (the Labour Party) concluded arrangements for the preparation of material for their own courses and lectures. This was a significant step in the growth of Brevskolan, which has since been engaged in running correspondence courses on behalf of these organisations.

Its scope was extended when formal training for shop assistants began in the early 1960's. In collaboration with A.B.F., Var Gard (meaning "Our House", the Co-operative Movement's training school), and Konsum (the Consumers' co-operative) it now prepares courses for shop assistants and supervisors: it also supplies courses for the Farmers' Correspondence School and Folk High Schools.

b. Administration and courses

While its main activity is still in co-operative education, the Brevskolan produces 35 different courses covering over 400 subjects, and provides for almost every trade except engineering. It has 270,000 enrolled students, and runs 45,000 study circles. Each of these has 10 - 15 participants, of whom half are women.

There are 65 staff at the head office, of whom 50 are administrative and the remaining 15 are concerned with teaching. The course writers are freelance and work on a contract basis. The course tutors are also freelance, numbering 250 in all. This figure is significantly low in relation to the 270,000 students, but the tutor-student ratio is doubtless affected by the large number of study circles. In most cases students are not required to submit exercises by post for marking.

c. Shop training

The education and training of students in the Konsum is provided in collaboration with the c-operative movement, Konsum, A.B.F. and Var Gard. There are several courses available to suit individual needs, and books are available on almost all commodities sold through the Konsum in which technical information connected with the product is introduced gradually, with illustrations and, wherever possible, samples of the raw materials used.

All school leavers who join Konsum as shop assistants are advised to take a suitable course. This is virtually obligatory, not only for promotion but also for confirmation of one's post after the initial probationary period. The courses are free, and are paid for by the co-operative movement.

On enrolling, the trainee is sent the first lesson material, with a book and a tape recording on "How to Study" by a course through correspondence. Once he understands the procedure he is expected to return the tape and the film. Trainees who have no projector or tape-recorder may borrow these from the co-operative store where they work, or they can go to the nearest A.B.F. branch to run the film or tape.

The Brevskolan corrects and returns exercises submitted by these trainees, who must complete a minimum of 10 lessons before being given a certificate of completion. This initial training course takes ten months.

After his initial training, the shop assistant can take further courses to become a supervisor. These courses are planned in five stages, using correspondence courses followed immediately by short oral courses at Var Gard at every stage. Details of the syllabus, stage by stage, are set out in Annex 2.

Selection for supervisor training is the responsibility of the foremen at Konsum branches. The choice is made on the basis of a student's performance in initial training, his performance at work and on the results of a written examination at Var Gard. Once selected, a student takes the second stage of the correspondence course with the Brevskolan, and then takes a further short term oral course at Var Gard. Both the correspondence course and the oral course are free. The student gets paid leave of absence during his oral course and travel expenses are re-imbursed. At Var Gard he takes a written examination, which decides his eligibility for the next stage. This procedure is repeated during the four stages of the course as shown in Appendix 2. At the end of the course Var Gard issues a certificate of proficiency in foremanship or supervision. The training programme relies heavily on both correspondence and study circles.While the trainee is taking the correspondence course he also attends,once a week, the study circles organised by Brevskolan, which enables him to exchange information with colleagues and obtain clarification on difficult points from the leader of the study circle, normally an experienced foreman

d. Study circles

Study circles are of three types. The first type, and the most common, is used mainly for arts subjects, especially languages, trade union topics, etc. Here the participants are not required to send any exercises for correction at all, this being done by the leader of the circle who is usually a qualified teacher. The *second type* is used for more formal subjects such as law, meeting procedures, etc. In this case the leader of the circle, (with 10 or so participants) sends only one exercise for correction on behalf of all participants. The *third type* is intended mainly for technical and school subjects, where every participant sends exercises for correction. A student belonging to any of these three types of circle may, however, send exercises for correction and marking if he wishes.

Cost

It takes about six months to write a new course, and though the number of new courses written over a year varies, on average it is about 12. The price for a course, where it is not subsidised by the A.B.F., Co-operative movement or Labour organisation, is Kr.15 or Kr.20 (£1 to £1 10s.) for books and Kr.8 (12s.) for the correction of each assignment. A student taking one subject pays on an average Kr.70 (£5), which covers the correction of five assignments. Brevskolan is completely self-supporting and non-profit making, and is financed by the sale of courses (about Kr.5 million (about £350,000)). Very little advertising is used, courses being sold through the organisations served by the institution.

Dropout

The dropout rate differs greatly between study-circle participants and individual students. For individual students it is estimated to be between 20 - 30 per cent, while in study circles it is less than 10 per cent. The main competitor of Brevskolan is Hermods of Malmö, though the two institutions specialise in different fields. Brevskolan concentrates on courses particularly suited to discussion groups and study circles; Hermods specialises in school, university-type and technical courses.

3. The A.B.F.

a. History

The A.B.F., the Workers' Educational Association of the Co-operative movement in Sweden, was initiated in 1912 to co-ordinate activity in the workers' study circles. At that time the compulsory education requirement in Swedish towns was six years, but only four years in the villages; and to repair gaps in formal education the A.B.F taught only formal school subjects until 1918. Thereafter their emphasis shifted, firstly towards the training of small groups of workers as members of their organisations, then to the wider concept of training for citizenship; and later into still wider social and cultural fields.

Since then the scale and variety of activity by the A.B.F. have continued to increase. It now has nearly 68,000 students in Stockholm alone, taking 150 different courses, and has achieved a 50 per cent increase in participation there in the last 10 years. The following table shows the development over this period.

Statistics of study activities in Stockholm only
for the past 10 years

Year	Study circles and lecture series	Participants		Total	Number of meetings
		Male	Female		
1956-57	3,121	19,423	24,150	43,573	33,340
1957-58	3,545	21,152	26,150	47,302	41,297
1958-59	3,690	21,810	26,533	48,343	42,984
1959-60	3,889	20,613	28,321	48,934	45,996
1960-61	3,322	17,902	26,176	44,078	38,852
1961-62	3,659	19,725	28,590	48,315	42,350
1962-63	3,655	20,407	29,407	49,814	41,160
1963-64	3,784	20,079	32,167	52,246	42,380
1964-65	4,404	22,225	39,340	61,565	47,038
1965-66	4,664	23,068	40,596	63,664	48,680
1966-67	4,980	23,916	44,336	68,252	56,727

b. Administration

This huge organisation has an administrative structure befitting its size. There are several branches in industrial towns all over Sweden. (In Stockholm there are 10, all of which have their central office at the A.B.F.'s main building.) The branches are administered by staff specially trained in this type of education.

The A.B.F. has 170 affiliated organisations all over Sweden with a total membership of over 400,000. Out of these nearly 75,000 work through the study-circle method, in 5,000 study circles. This institution employs more than 1,000 teaching staff in the Stockholm area. 50 per cent have been recruited from day schools run by the government, 27 per cent are teacher trainees, 9 per cent university students and research students and 14 per cent professional people engaged in a specific trade or occupation such as artists, musicians, etc. The teaching staff attend introductory courses on "teaching A.B.F. participants". These courses vary from 2 to 3 days to one week, depending on the subject and the experience of the teaching staff.

Post-war expansion includes a massive building in the heart of Stockholm incorporating all amenities. It has a library, stage, art gallery and exhibition hall. The lecture halls can accommodate up to

400 people. Four of the five floors are occupied by the A.B.F. or its affiliated organisations; the remaining floor is let to the Town Hall to accommodate some of its offices. Most of the finance for the A.B.F. comes in the form of grants from the Government, local authorities and affiliated organisations. It also lets its lecture halls during the day.

c. Courses and Methods

About 150 courses are provided, in academic and non-academic subjects. Last year more than 200 lecture series were held in Stockholm, attended by nearly 10,000 people. There are also courses for pensioners, who use the building during the day. The main courses are run in the evenings in two sessions, the first from 6 to 7.45 p.m., and the second from 8 to 9.45 p.m. Courses can be grouped mainly under three headings, namely, (i) examination (academic) courses, (ii) non-examination courses, and (iii) hobby or vocational courses.

The examination courses are closely geared to the syllabus drawn up by the Board of Education. These prepare students for the realexamon (corresponding with G.C.E. 'O' level), grundskolans högstadium or comprehensive school examinations in the upper stage, and finally for the studentexamen, the university entrance qualification (corresponding with G.C.E. 'A' level). The A.B.F. has facilities for laboratory experiments in chemistry, physics, biology, etc. In addition to oral lectures and school-type classes, correspondence courses are used extensively. The books are supplied by the Brevskolan, and lesson material is corrected by Brevskolan tutors. This integration of correspondence and oral tuition is reported to be very effective, with a high success rate.

The main interest of the A.B.F; however, centres round non-examination and vocational and hobby courses. The non-examination courses are rigorous in nature, involving such subjects as psychology, geography, economics, technical and constructional drawing, accounting, etc. For these most of the students (65 per cent), are women.

The study circles following these courses use texts and correspondence courses written by Brevskolan to supplement their activities. Some circles work under a professional leader specially trained for this purpose; others under a leader elected from the group. The leadership in the latter changes at each meeting. The manner in which the correspondence course material is used, and the extent to which exercises are submitted for correction and comment, depend on the type of study circle and its leadership.

The second important method of instruction used by A.B.F. is the lecture series. Students who wish to pursue the subject of lectures they attend are helped to join a suitable correspondence course or study circle and are given assistance in the early stages of the course.

Radio and television are also used as teaching aids, particularly for languages and various aspects of trade union activities. The Swedish Radio Corporation works in close collaboration with the A.B.F. and Brevskolan in preparing the material for broadcasting.

There is also increasing provision of courses, lectures and hobby subjects for retired and elderly people. All of these are day-time courses, which were first started in 1964. Two series of courses are arranged each year, one in the autumn and one in the spring. These pensioners' courses are becoming increasingly popular, and are backed by local authorities, workers' welfare associations and the government.

In addition to the training of its own teaching staff, the A.B.F. trains the teaching personnel of affiliated organisations, in particular the 'Konsum' or the consumer co-operative. 29 courses lasting a week or less, involving 771 teaching staff, were organised during the year 1966-67. These training schemes are combined with correspondence material specially prepared for this purpose.

There are also weekend training courses for various trade union organisations, which use correspondence course material extensively. Another minor activity since 1960 has been the education of adult gypsies. A course was run during April, 1967 on 'civil burial', which was attended by 37 people. This was intended to enable them to conduct burials where there is objection to religious ceremonial.

4. The Tjänstemännens Bildningsverksamhet

The Tjänstemännens Bildningsverksamhet (T.B.V.) is the white collar worker and civil servants' education association. It was founded after the Second World War by the Central Organisation of Swedish Academics or S.A.C.O.

This organisation works in much the same way as the A.B.F., though on a much smaller scale. With about 50,000 enrolled students, it provides some 150 courses in mainly academic and professional subjects such as accountancy, banking, economics, etc., using a combination of correspondence and oral teaching methods for most of these with an element of study circle activity in some cases. Where study circles are formed, they operate on similar lines to those of the A.B.F., but more specialised leadership is provided: an authoritative businessman or industrialist, for instance, or university teaching staff may supervise the activity.

The correspondence material used by the T.B.V. is for the most part prepared by Hermods, who cover much the same range of subjects. In fact the T.B.V. will frequently act simply as agents for Hermods in this context. Brevskolan and A.B.F. correspondence material is also used to a lesser extent. In other directions too the provision offered by this institution involves close collaboration with other sources. Joint courses are run in association with the A.B.F., in locations where the scale of enrolment does not justify independent activity by the two organisations. Courses and seminars are also arranged in collaboration with university departments, and with such commercial or management interests as the Swedish Employers' Federation.

As with similar organisations in Sweden, the costs of provision are partly met by grants from the government and local authorities. Indeed the scale of financial support accorded to the T.B.V. by official sources, no less than its specialised courses and methods, has contributed much to the reputation it has earned as one of the more progressive and efficient educational institutions in Sweden.

5. The Adult Education Centre, Norrköping

a. History

The first Adult Education Centre set up by the Swedish government was opened at Norrköping, in a predominantly industrial area in the heart of Sweden, in 1956. The intention was to supplement existing resources by providing both full-time and part-time facilities for people whose basic education had ended at the primary level and wished to continue with secondary education; for those seeking technical or commercial courses; and for adults in need of retraining as a result of technological changes, nationalisation or the movement of industry and labour. The Centre's evident popularity led to the establishment of another, at Härnösand in northern Sweden, in 1962. The original Centre now has nearly 2,000 students, while that at Härnösand, being relatively new and in a sparsely populated region, has about 500.

b. Administration and courses

New premises opened in 1967 can house about 5,000 students. At present there are 100 staff and assistants, of whom 30 work full-time, as teaching staff. The cost per student at the Centre is estimated to be Kr. 1,000 (£70) per year. This includes lesson material, 5 weeks' schooling, practical work, examinations and correction of papers. It is reckoned that the cost of educating each student in this type of Centre is only one fifth of the cost at an ordinary state-run school. The student pays nothing towards the cost of the course.

The Centre at Norrköping offers courses for the 'realskola' (lower secondary level), 'gymnasium' (upper secondary level), 'teknisk gymnasium' (technical college special level course), 'kurs för inträdessökande' (preparatory course for the special level mentioned above) and 'handelsgymnasium' (commercial secondary school). The duration of study for these is generally four to five years. There are also short-term courses of about five weeks' duration. About 90 per cent of the students have worked or are actually working.

c. Methods

A combination of oral and correspondence methods is used to teach part-time students, the correspondence element being provided by Hermods and Brevskolan. Students attend an introductory course at the Centre, where they receive guidance about the programme and method of correspondence work. They then start the actual correspondence course, sending exercises for correction to the correspondence schools. Part of the study material is also discussed and explained in oral classes which are held over a period of five weeks many times over the duration of the correspondence course. This system enables individual students to progress according to their own level of ability: they may transfer to the next or a higher stage of their course when they are ready to do so.

Despite a considerable degree of flexibility, however, course requirements are largely determined by the nature of the subject, and special care is exercised to ensure that the students' timetables accommodate the need for intensive or extended study and a suitable amount of written exercises. Students are also required to send study reports to the Adult Education Centre, giving an account of the lessons completed and the marks obtained. The correspondence schools report to the Centre, providing a check on the report sent by the students. Final examinations are taken at the Centre, which awards certificates to successful candidates.

The Centre has a well equipped laboratory and work-shop, an art room and a language laboratory. When the student numbers are further increased, the Centre intends to prepare its own correspondence courses. Initially some arts subjects will be covered; scientific and technical courses will be added later.

d. Dropout rates

The social pressures on the adult students are similar to those experienced by other adult correspondence students in other countries. Many feel that this form of education is less effective and more difficult than conventional methods. They are reluctant to leave their jobs during the periods of oral classes, though leave for this part of their course is statutory. Married students have family pressures also, which reduce the numbers of students applying for such courses. The drop-out rate is negligible for single students, but is between 10 - 15 per cent of married students. Failure rates are about the same as in full-time schools, i.e. 20-30 per cent.

6. Marieborg Folkhögskola

(Marieborg Folk High School)

a. History

The Marieborg Folk High School is one of the many folk schools, or schools for adults, in Sweden, and is situated on the outskirts of Norrköping. The origins of Scandinavian Folk Schools can be traced as far back as 1844, when the first college was founded in Denmark to combat the threat to the Danish language constituted by the increasing use of German by middle and upper class Danish society. The first three Swedish folk schools were founded in 1868. Subsequent development was largely the outcome of religious and social forces, and in the second part of the nineteenth century such schools provided Christian and native language instruction for the peasants. Some expansion of activities began to take place in the seventies, when popular and cultural subjects were gradually introduced. A rapid increase in the number of schools was recorded after the First World War, particularly after the beginning of the Labour movement in Sweden. Their scope was considerably enlarged during the 1930's, and again after the Second World War.

The folk high schools are state-aided day schools. Sessions last 34 weeks, from September to June. The schools are residential, and offer hostel facilities for both sexes, the age range of students being from 19 to 65. There are three applicants for every place on these courses, and in selecting students preference is given to older people, to those needing social rehabilitation such as the blind or handicapped, and people with other social difficulties. Tuition is completely free and scholarships are offered to foreign students by local authorities, trade unions and other foundations.

b. Courses

This school offers four three-year courses covering ten main and twenty auxiliary subjects. Students may choose any combination of subjects to make up the minimum number required in each category. Both science and arts subjects are offered: Swedish, Literature, History and Gymnastics are compulsory. The school also trains a theatrical group using a separate syllabus in which the compulsory subjects are included.

Correspondence courses are used both to prepare students for work at the school and in conjunction with the schools' own courses at the option of the student. Much of the correspondence material published by Brevskolan is also used for oral teaching. The age and subject ranges operating here call for a high level of flexibility in methods of teaching and studying. Correspondence course material is particularly suitable for this in many respects.

No formal examinations are conducted by the school, but students are tested at intervals, and their progress is evaluated on this basis. The grades they obtain are taken into account by higher education institutions, if the student decides to continue his studies elsewhere.

The schools issue certificates on completion of a course, but no grades are mentioned in this. The level of achievement is approximately pre-university standard.

7. Folkuniversitetets
(Folk Universities)

a. Background

The Folkuniversity of Sweden is an independent institution formed as an educational trust. In function and character it is similar to the Extra-Mural Department of any British University, but courses for university entrance and at university level are also provided. Financial support is given by the central government and local authorities to supplement income from course fees.

b. Non-university level courses

The Folkuniversity runs a number of non-university level courses for its students. These are mainly in non-technical and hobby subjects, many of which are run in conjunction with the A.B.F. and the T.B.V. The courses include short-hand and typing, clerical and secretarial studies, foreign languages, photography, music, painting and science for the studentexamen.

Correspondence material is used to a great extent. Hermods, Brevskolan, A.B.F. and other correspondence colleges supply this, while lecturers from the universities, teacher training colleges and other educational establishments conduct classes.

c. Evening grammar school courses

The evening grammar school for adults (Kvällsgymnasium) is the most important and popular course run by Folkuniversity, and has nearly 4,000 students. The syllabus is the same as for the day-time gymnasium courses.

A similar pattern exists throughout Sweden. From 1968 the pattern of the evening grammar school course will be modified to include radio and television broadcasts. The student will enrol in the usual manner with the Folkuniversity, but instead of attending formal lectures in classrooms he will follow the broadcasts, and discuss the lesson with fellow students in supervised study circles. The lesson-material and textbooks are to be published by Hermods. After completing a course of this kind, a student can ask any state-run grammar school to examine him in his subject at any time of the year. The Swedish Board of Education has granted to Folkuniversities the right to examine their evening students for university entrance, as from 1968.

If he prefers, a student may use correspondence instead of the study circle method in association with broadcast lessons. In this case the correspondence college also corrects his exercises.

d. International Residential Public School

The Folkuniversity also runs an international residential public school, called Grännaskolan, which prepares students in their late teens for university entrance. Started in 1963, the school caters for the children of Swedes, particularly those living abroad. It has an international curriculum and provides an all-round education. All students have a common basic year which combines science, modern languages, history and geography. This is followed by specialisation in the second and third years, during which the school uses lesson material provided by Hermods' correspondence school and teaches some of its students by the study circle method, through a trained professional leader.

e. Extra-Mural Lectures

Evening lectures on various subjects are organised by the Folkuniversity for the general public, and given by specialists in the field. Many of them are expositions of correspondence lessons prepared by Hermods or Brevskolan. The Folkuniversity also runs adult holiday courses abroad, in England, Germany, France and Switzerland. The English course is held in Bristol, by Professor Peter Bromhead, Professor of Politics and Economics at the University of Bristol and his Swedish born wife, on behalf of the Folkuniversity. Before the course the students are expected to enrol for a correspondence course in the appropriate subject.

f. University level courses

The Folkuniversity also runs university level courses. The student can take any 'one credit' subjects and a few of the 'two credit' subjects. The one credit subjects are normally languages, philosphy, etc., while the two credit subjects are psychology, sociology, economics, mathematics, etc. As yet no science subjects are offered. At present these courses are run on a part-time basis, or by correspondence, or both. The student may attend occasional lectures and a number of study circles, and have his exercises marked by the correspondence college. In 1968 the broadcasts on radio and television will be used additionally. The student registers at the Folkuniversity but sits for his examination at any one of the state universities such as Stockholm, Uppsala, or Lund, at any time of the year. The state university marks his examination papers but the oral examination is conducted jointly by the Folkuniversity and the state university. If the student is successful he gains a credit or credits, and can accumulate these to the minimum of six which are necessary for a Swedish B.A. degree. The dropout rate in these courses varies but is generally considered to be around 40 per cent.

g. Research

No formal research has been undertaken to study the effectiveness of these or any other courses or problems associated with them. The director of the Folkuniversity is interested in conducting a parallel research to the 'Home Study Research Project' into the courses, the students and their success.

8. Conclusions

From this brief review of seven institutions, it is clear that correspondence study is a well-established and substantial element in further and adult education in Sweden. The material of the correspondence courses is mainly - but by no means exclusively - prepared and issued by either Hermods or Brevskolan, both of which are non-profit making organisations financially assisted by central and local government.

Of particular interest are the extent and variety of the use of correspondence material in association with other media. Whether as basic content for discussion and exercises in study circles; in alternation with periods of oral instruction; or as optional material in support of a concurrent oral course; correspondence education has achieved a much higher level of acceptance among students and providers alike than in Britain.

The Swedish Broadcasting Corporation has demonstrated the value of correspondence courses as an adjunct to a 'distance' medium of instruction, particularly in teaching languages. When English was made a compulsory subject in Swedish schools in 1945, the S.B.C. successfully introduced broadcast radio lessons in English, and a special series of lessons combined with correspondence for practising teachers of English. Subsequently a comparable series was broadcast providing Swedish language instruction. Other language courses and other subjects have followed, and more are planned, for both adult and school audiences.

SECTION II: CORRESPONDENCE AND EXTRA-MURAL EDUCATION IN THE SOVIET UNION.

There are broadly three forms of education in the Soviet Union: full-time day education; full-time evening education, and part-time/extra-mural education. The idea of full-time evening education is unfamiliar in the West. Classes begin late in the afternoon and continue until 9 or 9.30 p.m. Though full-time day education is the most common form, full-time evening and part-time/extra-mural education are fully developed and widely used. The majority of students in the last three types of courses are workers who spend most of their day at factories and offices: almost every field of study including engineering, medicine, etc., is covered.

This kind of provision is popular for two reasons: the student can work and earn his living while studying; and the qualifications obtained in this way are equal to those earned through day-time study. Moreover, students using full-time evening, and part-time/extra-mural methods often have the benefit of practical experience in their field, compared with those just leaving university or another higher educational institution.

After the Revolution of 1917, the Soviet government was confronted by a shortage of schools and higher educational institutions. War and famine intensified the difficulties of providing better educational opportunities quickly, without much capital expenditure and without dislocating or reducing the potential labour force. The large-scale expansion of the secondary school system under Stalin produced great numbers of students seeking higher and university education. In such circumstances it became essential to find ways and means of satisfying the demand for additional resources.

The Ministry for Education accordingly concluded that all forms of education, but particularly full-time evening, part-time and extra-mural education, needed to be given new impetus. The Second World War interrupted progress in this direction, but in 1947 parts of the plan were put into effect: part-time and extra-mural education, including study by correspondence, received special attention, and as a result many evening, extra-mural and correspondence institutions became revitalised. This meant a major improvement in education facilities at the time, and the effect of the new measures was closely observed by the Ministry for some 10 years. The effectiveness of these forms of education, the number of students involved, methodology, the adequacy of courses, the fields covered, etc. were investigated by the Ministry in 1956: the outcome was the *Educational Reform Act of 1958*. This attempted to fill some of the gaps in the Soviet educational system in general; and in evening, extra-mural and correspondence methods of education in particular. It altered the existing system by providing that:

1. Qualifications obtained through evening, extra-mural and correspondence study would be comparable with full-time day qualifications for all purposes.
2. A student could, if he wished, change from one method to another.
3. Preference would be given to workers in such courses.
4. Students wishing to take evening, extra-mural and correspondence courses should qualify by an entrance examination.
5. Extra-mural and correspondence students should have a certain amount of oral teaching.
6. Consultations between the student and a senior tutor (several times during the course) would be introduced as part of the system.
7. Regulated syllabuses and time-tables would be observed.
8. An additional year of study for extra-mural and correspondence students as against full-time day students would be obligatory to equalize the total number of hours' work.
9. Final examinations for a particular course would be the same for day, evening and part-time students, who would all sit for them together.
10. Paid study leave for the working student would be statutory and his privileges enlarged.
11. Mass media such as radio and television would be used extensively to help these students. (In fact a channel has now been exclusively allocated to educational broadcasting.)
12. Universities and higher educational institutions would improve and expand their evening, extra-mural and correspondence tuition sections.
13. Large factories, industrial complexes and collective farms would organise evening and correspondence education and provide such facilities as were necessary for this purpose.

14. Practical and laboratory facilities for students studying engineering and science subjects through extra-mural and correspondence courses would be increased, and mobile laboratories made available.

In consequence of these measures, several new extra-mural and correspondence departments were opened at universities, technicums (polytechnics) and higher institutions, and existing capacities were doubled. Specialised secondary schools solely for evening, extra-mural and correspondence tuition were opened. Details of these for the academic year 1963-64 are given below:

Specialised Secondary School Education
in the academic year 1963-64

Category	Number of specialised secondary schools	Number of extra-mural departments of day-time schools	Total number of students	Number of students entering	Number of students graduating
Industry and Building	31	576	357,300	99,700	38,000
Transport and Communications	5	138	109,200	32,000	13,200
Agriculture	5	502	186,400	65,300	21,100
Economics	8	213	220,600	79,300	40,100
Care of Public Health and Sport	- - -	84	18,600	5,400	4,000
Public Education	1	224	67,200	22,200	14,200
Art and Cinema	- - -	122	4,800	3,900	300
Total	50	1,879	971,100	307,800	130,900

In the academic year 1963-64, in secondary and higher education alone (see next page), there were more than 2.4 million students studying through correspondence and evening tuition. Compared with the figure of 176,000 in 1950-51, this indicates a phenomenal increase. The number of extra-mural departments in higher institutions has also increased notably. Such developments demonstrate the extent to which the Educational Reform Act of 1958 has affected the situation.

Higher education in the academic year 1963-64

Category	Number of higher institutions	Number of extra-mural departments of day-time institutions	Total number of students	Number of students entering	Number of students graduating
Industry and Building	10/9	155/16	454,100	117,500	20,900
Transport and Communications	2/1	31/16	99,200	22,500	4,900
Agriculture	1/1	94/61	191,100	51,500	9,100
Economics	5/4	25/2	153,300	35,100	16,500
Care of Public Health and Sport	- - -	29/4	16,800	3,900	2,000
Public Education	2/2	357/238	515,400	124,000	51,300
Art and Cinema	1/-	35/7	8,600	2,200	400
Total	21/17	607/463	1,438,000	356,800	105,100

(Note: Figures in the denominators correspond to the academic year 1950-51.)

In accordance with the provisions of the Act and to secure greater efficiency, the Ministry has taken such steps to improve the organisation and techniques of correspondence education that it is now considered as good as, and in some cases (e.g. in technical subjects) better than, full-time day provision. The curriculum for all subjects is drawn up by the Ministry, and must be rigidly applied. It is reviewed by the Planning Committee of the Ministry annually, and once in five years it is completely revised. Admission to extra-mural and correspondence courses and to examinations are on the same basis as for full-time day students, so that a uniform level of education may be available to students in all parts of the Soviet Union.

These are some of the features of the correspondence education programme:

a) An entrance examination weeds out less capable students. Unsuccessful candidates can re-sit the examination in the following year, and can take a preparatory course.

b) Introductory lectures on methods of studying by correspondence are given at the beginning of all new courses, which highlight the characteristics and methodology of private study, as well as theoretical aspects of the subject.

c) *Seminars, use of laboratories and practicals*. During periods of practicals and laboratory sessions, revision lectures are given which co-ordinate theoretical and practical aspects of the subject.

d) *Industrial training and shop-floor practice*. These are compulsory only when the student's working circumstances do not provide them.

e) *Design problems and calculations* in the course are strictly limited by the level of the course, and students are stretched no further than is absolutely necessary.

f) *Oral consultations*. Correspondence students may arrange for consultations at an educational institute near their home, provided that it is of a similar type to the institute at which they are studying.

g) *Specialised practical work* for students who need this kind of experience.

h) *Tests and examinations*. Correspondence students are tested every two months: these tests provide examination practice and are held at the institutes. Additionally the students are required to submit exercises completed at home for marking by tutors.

i) *Diploma* and *degree* students are normally assigned to *university* level correspondence courses, whereas *certificate* and *higher certificate* students are assigned to *higher education* and *technical institutions*.

j) A *study programme* is provided in the form of a *time-table* setting out the subjects for study through the year; the number of hours' study required for each subject; the hours required for practicals or laboratory experiments; the number of tests the student is expected to sit each month in each subject; and the months of terminal and final examinations.

k) *Radio and television* are extensively used for supplementary lectures, including applied knowledge. Two radio wavelengths and one T.V. channel are allocated for education. The lectures are printed and distributed to the students.

l) *Programmed learning techniques, teaching machines and audio-visual aids* etc. are used individually and in combination to accelerate the learning process.

All the above features are provided by the individual institutions offering correspondence courses.

Co-ordination is achieved largely through a network of 'branches', 'centres' and 'affiliated institutes of correspondence education. These branches and centres are also equipped with laboratory and other facilities required for practicals in science and technical subjects. Particular regions specialise in one subject, this subject being offered by a main institute in the region. Reciprocal arrangements operate to ensure access to specialised facilities and equipment. If there are more than 150 extra-mural or correspondence students in an area not served by a branch, centre or affiliated institute within a 50-mile radius, a new centre can be started, possibly in a local high school. A similar number of students in a single factory obliges the factory authority to open a training centre with full teaching facilities. This centre then becomes an affiliate' for other correspondence institutes. There are now about 800 branches and affiliated institutes serving the needs of correspondence and extra-mural students.

Each main institute draws up its own course programme or syllabus in accordance with the Ministry curricula: this will form the basis of the institute's prospectus. Standard textbooks, compiled by experts and approved by the Ministry, are designated for individual courses. (Other works may also be used for reference purposes). Additional study aids, notes, apparatus and exercises devised by the institute staff will be listed in the prospectus.

It is claimed that there is no 'wastage' in full-time education in the Soviet Union. The universities and other higher educational institutions are required by the Ministry of Education to achieve a specific number of graduates in each faculty, corresponding with the number of enrolments. This is effected by replacing weak students in the full-time day courses with the best candidates from evening courses. Their places, in turn, are filled by the best candidates from correspondence courses. The weak candidates displaced from full-time day courses can join evening or correspondence courses as they choose. No restrictions are imposed on the universities as to the number of students they may admit to evening, extra-mural and correspondence courses.

Wastage rates in the part-time and correspondence faculties differ between courses and subjects, between the stages of a course and between institutions. They are only 2 per cent in subjects such as history, but 15 per cent in others, such as engineering. The Ministry keeps a close watch on wastage and institutions are periodically inspected. The inspectors' reports are taken into consideration in deciding grants to be made by the Ministry. At the same time the institutes themselves make every effort to encourage, persuade and help weak students, and potential dropouts.

From 1968, only oral examinations will be held in subjects such as history, politics, etc. The Ministry has concluded from past experience that final year students in these disciplines hardly ever fail, and that they can demonstrate more knowledge of the subject orally, in a given time, than through written answers.

Some institutions using correspondence education

1. Moscow, Leningrad and Kharkov State Universities

a. Administration

The provision of correspondence and extra-mural education is virtually the same in all Soviet universities, and owes much to the 1958 Act. A separate administrative department has been set up in each university to deal with correspondence and extra-mural students. Its structure and its locus in the university administration are shown on the following page.

In addition each faculty has up to four staff members who are responsible for their departmental administration in respect of the evening and correspondence students, and who deal with time-tables, syllabuses, curricula, sending and receiving test papers, books and related lesson material, as well as co-ordinating departmental requirements with those of the evening and correspondence section.

The lesson material provided may be printed and published in any of the state universities (although the pressure of work on their printing resources is now so great that government printers may also be used), and much of it is freely exchanged between the universities as may be necessary to supply the needs of students from time to time. This system helps to maintain a high standard of material and facilitates bulk production, with resulting economies.

b. The students

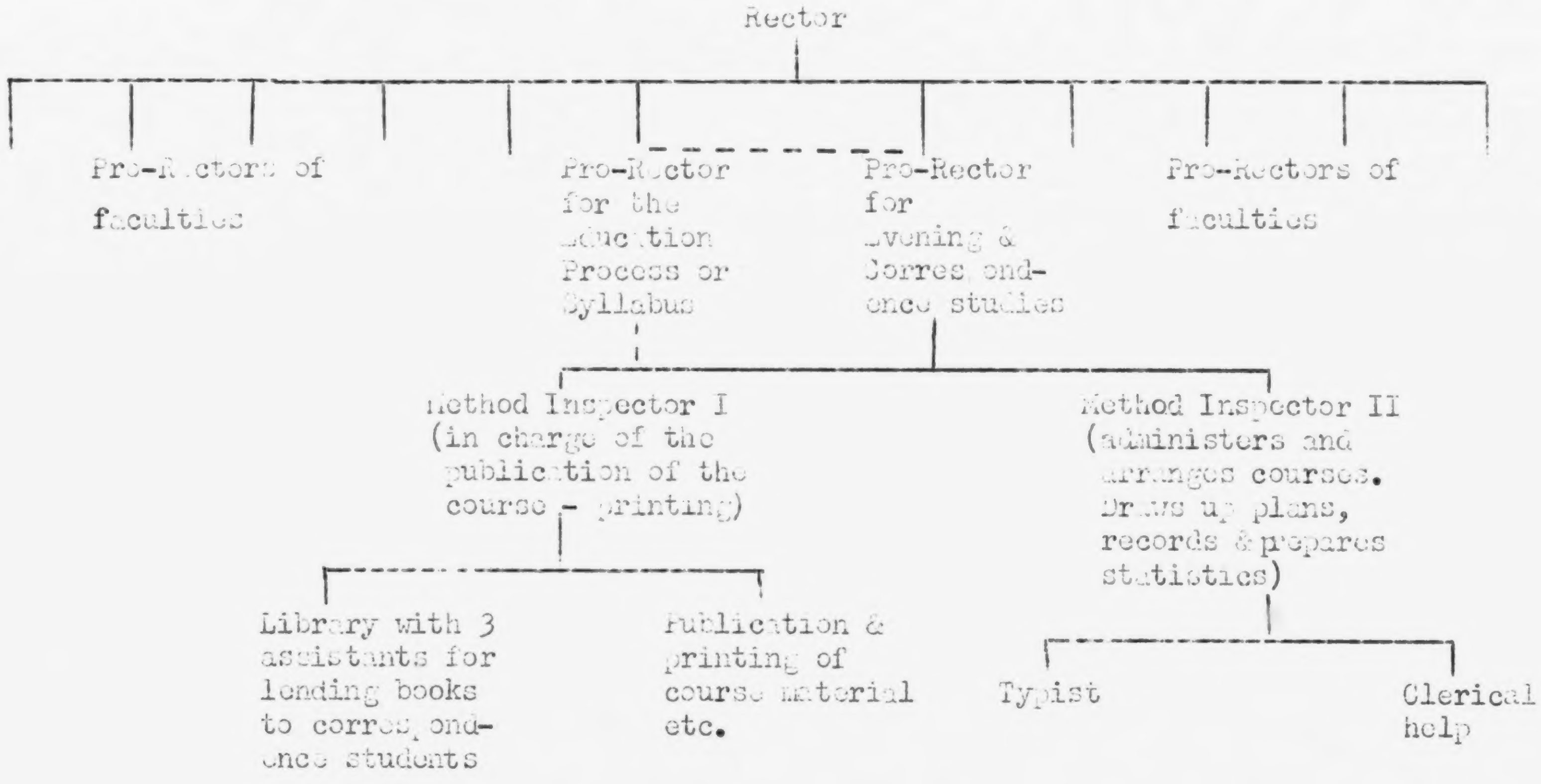
Extra-mural and correspondence students amount to between 30 and 50 per cent of the total strength in these universities. Amongst post-graduate students more than 25 per cent study by correspondence and part-time methods. The distribution of students for the two categories at these universities during the academic year 1967-68 was:

University	Full-time	Extra-mural	Correspondence	Total
Moscow	18,944	6,777	4,308	30,029
Leningrad	12,798	3,725	4,141	20,664
Kharkov	12,545	1,684	3,867	18,096

c. Range of courses

Most of the departments take correspondence students, exceptions being Nuclear Physics and Philology. However, these subjects can be studied in evening classes. But a student who has studied a foreign language at school and enrols as an evening student, for instance, may only continue that foreign language, and not study a new one: if he enrols as a correspondence student he may study only the Russian language.

Administrative structure of a university correspondence department


Rector
Pro-Rectors of faculties
Pro-Rector for the Education Process or Syllabus
Pro-Rector for Evening & Correspondence studies
Pro-Rectors of faculties
Method Inspector I (in charge of the publication of the course - printing)
Method Inspector II (administers and arranges courses. Draws up plans, records & prepares statistics)
Library with 3 assistants for lending books to correspondence students
Publication & printing of course material etc.
Typist
Clerical help

Similar principles apply in other faculties, with a decreasing choice, and the less difficult subjects offered by the correspondence method.

No correspondence course is yet available for students in the Economic Cybernetics or Mathematical Economics faculties, but the syllabuses for these have recently been written and the courses should be available in 1970. Though there are special institutes for correspondence students in Political Economy, Engineering Economics and Economics of Trade, the universities still offer correspondence courses in these disciplines. Students who take the university correspondence course most frequently enter the teaching profession afterwards.

d. Methods

The system of correspondence education at university level is specially planned to meet the needs of the students while maintaining a university level of achievement. In addition to studying for a year or two longer than the full-time student, the correspondence student starts his term two weeks earlier, attending lectures and a briefing session on each of the subjects to be taken. A detailed explanation is given on how test papers should be written. The student must submit answers to at least 8 test papers in a year, or 4 in a term: he is expected to write as many course papers as he wishes. (These are short notes on points arising out of their study.) The test papers are designed to test the students' knowledge stage by stage, the first dealing with general and the last with specific aspects. The first three are written at home, and students may use text-books and notes in preparing the answers: these are designed to provide examination practice. The fourth test must be taken at the universities and is held just before the final examination. The whole process is repeated in the second term.

Before the final examination, the student spends a week attending general lectures and having counselling sessions with his tutor, lecturer or professor. If he is studying a science, he spends this week doing his laboratory work. These activities take place immediately after the full-time and evening students have gone on vacation.

One of the main reasons for the popularity and success of university level correspondence courses is the credit system. This allows the student to choose (depending on the faculty), between 6 and 10 subjects which he may take during an academic year to accumulate the total number of main and subsidiary passes required by his course, and any additional credits he wants to improve his grade.

The majority of correspondence students achieve their grades in 6 years but some take up to 8 years. Extension of the study period is allowed in special cases for reasons of illness, working abroad, army service, etc. No time limit is set for a student to pass the examination, but in practice, he can take an extra year for every prescribed year of study, i.e. a total of twelve years to complete a six-year course.

e. Dropout

The dropout rate varies between faculties and between subjects, but not significantly between universities. On average it is from 12 to 15 per cent. The success rate of correspondence students is 70 to 75 per cent. The remaining 10 per cent transfer to evening or day departments or to other institutes. The dropout rates vary greatly between years of study: for instance, in first-year Mathematics or Mechanics, it may be 67 per cent, but only 10 per cent for first-year History.

f. The use of radio and television

Radio and television are used extensively, not only for correspondence education but to reach the workers and public as well. The universities conduct a number of courses through T.V. lectures, and students are given advance notice of the subjects to be dealt with. The material thus presented is broadly based and general in character, being aimed at a large popular audience as well as students. The universities maintain that the students should see programmes which will stimulate their interest in the subject matter, rather than specific items directly linked with their courses.

Higher educational programmes involving several subjects and lasting for about five hours are broadcast in the evenings for day-shift workers, and the following morning for night-shift workers. At the end of each lecture, previous lectures in that series are re-capitulated and summarised. The summary is also printed and sent to correspondence students and anyone else who wishes to have a copy. Future programmes are announced at least a month in advance; reminder announcements are made at least a week before. Details are also published in "Pravda" and in local papers. The final television programme of a series is frequently discussed on radio, and panel and group discussions may be held to promote and sustain viewers' interest, and to provide feedback.

Such programmes are prepared with the help of university, technical institute and factory personnel as experts in their respective fields. They are evaluated by a specialist panel including rectors of the evening and correspondence courses of universities and Institutes, T.V. and radio programme organisers, Workers Education organisers and a member of the Television Institute for Engineering and Technical Workers, (a promotional body sponsored by Soviet Television).

2. The All-Union Institute of Postal Education for Finance and Economics, Moscow

This is a centralised institute serving all the republics of the Soviet Union. It was established in 1930, and has 26 affiliated institutes and branches throughout the country preparing correspondence students for examinations in eight courses including accounting, statistics, industrial planning, agricultural economics, etc.

a. Student numbers and administration

The courses provided are generally of five years' duration. The Institute's annual intake has been increased gradually from 5,000 in 1960 to about 8,000 in 1967. The distribution of students in branches and rural areas for 1967 is shown below:

Distribution of students during the year 1967

Year or stage of study	Villages and rural areas	Central Institute and branches	Total	Moscow only
1st	3,435	4,692	8,127	405
2nd	2,402	3,362	5,764	272
3rd	2,797	2,814	5,611	259
4th	2,302	2,600	4,902	193
5th	1,965	2,304	4,269	150
Total	12,901	15,772	28,673	1,279

It will be seen that the numbers of students in rural areas and in towns are comparable, with only about 5 per cent of the total enrolment in Moscow itself. At any one time the total number of students may be as much as 30,000.

The branches are more or less self-contained units serving students who live nearby, and have their own staffs (appointed by the Central Institute), to organise and run the branch activities. Books and lesson material are supplied from Moscow, but work schedules, oral classes, correction of answer books and examinations are arranged and conducted internally. Students living in outlying areas without access to the branches are supervised directly by the Central Institute.

b. Methods

Students wishing to enrol must hold a secondary school leaving certificate. If this is sufficiently good it will secure the student's exemption, provisionally, from the Institute's entrance examination in all papers except Mathematics. Performance in this paper determines whether the student must also take the other subjects to gain entry to his course.

On admission to the Institute students are briefed in detail about their study programmes and course requirements. Exercises are submitted in accordance with the programme to the appropriate branch or to the Central Institute. It takes about ten days to mark and return these to students. Strict observance of the requirements concerning written work is expected: if a student does not submit exercises he is first reminded, then warned, and finally his course is terminated.

About half of the textbooks used are written by the Institute's own staff; the remainder are provided by other institutions and the universities. Explanatory notes may be issued to supplement this material. Attendance at oral classes is obligatory for those who live within reach of them, and students are expected to show a minimum percentage attendance. Those who have no access to classes go to the Central Institute in Moscow for 30 or 40 days a year for instruction and practical work. Their employers are required by law to pay their expenses on these occasions. Fifth year students are also given 30 days' additional leave to stay in Moscow while preparing for their final diploma, their expenses again being paid by their employers.

General lectures on subjects relating to the courses are given on television each evening, and repeated on radio the following day. The course lecturers frequently participate in these, and the Institute students receive the printed text.

c. Dropout

The average dropout rate over the five years of a course at the Institute is claimed to be 10 - 12 per cent, with a rate of about 20 per cent in the first and the third year. The relatively high age range of students is believed to account largely for the incidence of dropout.

3. Moscow Institute of People's National Economy

(Plekhanov's Institute)

There are eighteen institutions in the Soviet Union which provide training in trade and commerce for some 22,000 students at any one time. Most of these are located in the various republics of the Union, and specialise in subjects appropriate to the region. The Moscow Institute is, however, the largest: it was established in 1907 by Russian merchants and bears the name of a founder.

Through several faculties the Institute offers numerous commercial, industrial and technological courses ranging from economic planning, ergonomics and industrial finance to purchasing and food technology. The full range is available to day and evening students, but correspondence students are admitted only to the technical courses, involving such subjects as chemistry, physics, mathematics, food technology, catering engineering, refrigeration, etc.

The correspondence courses take six years to complete, as compared with four to six years for the day and evening courses (see Annex 3). One thousand enrolments are registered annually in the Postal Faculty, which has approximately 5,000 students following courses at any one time, 70 per cent of whom are women. About twice as many applications for admission are received as there are places available: there are an entrance examination and a selection procedure for admission, preference being given to students who have previously failed or dropped out of their courses.

At the time of writing there was no formal affiliation between this and comparable institutions throughout the Soviet Union, and great difficulties were being encountered in making adequate provision for students living at a distance who sometimes had to resort to facilities and courses provided by other organisations for oral instruction and practical work. Proposals for an affiliation scheme had been made to the Ministry for Education, however, and it was hoped that if these were approved an improvement in the quality and scale of provision could be effected which would significantly reduce the unusually high dropout rate of 25 per cent.

4. Moscow Polytechnic Institute
(for correspondence education in technical subjects)

Established over 30 years ago, this institution provides courses in 64 subjects including power engineering, mining, electro-physics, metallurgy, chemical and automobile engineering, construction and engineering economics, and has affiliated branches all over the Soviet Union. The Moscow Institute is responsible for the development of curricula in accordance with the Ministry requirements, and for the major part of course planning: the branches distribute lesson material and provide oral instruction, practical and laboratory facilities, etc.

Altogether some 40,000 students are following courses at the main institute or one of its branches. The Ministry's requirement for admissions in the year 1967 - 8 was 7,500 students, 18,000 applications being received. There is a competitive entrance examination for which preparatory courses are available, and the number of students taking such a course in 1967 was 6,000.

As in comparable courses provided by other institutions using postal instruction, the students are thoroughly briefed at the outset on work programmes and study techniques: they spend the first ten days of their courses attending lectures on general aspects of the work, and the first year on a general treatment of their subjects, with an increasing degree of specialisation as their studies proceed.

Progress is assessed by written exercises and test papers, and by terminal examinations, the students being given facilities for consultations and discussion with their tutors and lecturers at appropriate intervals, and particularly before examinations. Students in technical courses are allotted additional time to work at the Institute on practicals and laboratory sessions.

Dropout is said to be highest in the first two years of these courses, at a rate of about 12 per cent. Thereafter it reduces to only 5 per cent. The reasons adduced include ill-health, transfer to other courses and other institutes, poor performance, and the fact that 30 per cent of the students are women. Special efforts are made to help students known to be having difficulties in studying: personal interviews, additional tutorial sessions and oral classes, and approaches to employers whose co-operation would be of assistance are among the methods used.

Here again courses are supplemented by radio and television lectures, mainly for students in the first three years of study. Programme details are given out at least a week in advance, and printed texts of the broadcasts are distributed free of charge.

SECTION III: CORRESPONDENCE EDUCATION IN POLAND

Correspondence education in Poland, as in other East European countries, closely resembles the Russian pattern and operates at university, polytechnical, technical and secondary school levels. University level courses are run by the Universities of Warsaw, Posnan and Lodz; polytechnical and technical courses by 'technicums' (technical institutions) and workers' universities; and secondary school level courses by state schools and other correspondence institutions known as lyceums. There are also special courses for the army, and agricultural and farm workers. Leisure and hobby courses are organised by groups of societies, mainly for their own members, and foreign language courses are provided by inter-cultural associations.

Higher educational and vocational courses through evening classes and correspondence have been increased substantially in recent years:

Percentage increase of evening and correspondence students in higher education between 1962 and 1967

Category	1962-3 / 1965-6	1965-6 / 1966-7
Students	85.42	9.59
Graduates	162.83	14.64
General	89.62	9.97

Actual student numbers have nearly doubled in the four years to 1967.

a. Methods

While the organisation and administration of correspondence courses in Poland are very much the same as in the Soviet Union there are some variations. In Poland, for instance, the student pays for his course material; he is required to have at least two years' practical or professional experience in his field; and he may not study a science subject involving a great deal of practical work. Though no reasons are offered for the last stipulation it is probably due to the lack of facilities in science departments at the universities and other institutions. The most significant departure from the Russian model, however, is the stress placed in Poland on studies in the humanities.

The Polish correspondence student must satisfy entrance requirements but receives no briefing at the start of his course. Consultations and oral classes are held in the lyceums, and in the state schools throughout the country, which the student attends at weekends if he lives nearby: students living further afield attend fortnightly.

b. University level courses

These are provided by the three major national universities. Warsaw University has 21,000 students of whom half are evening and correspondence students, and the same proportions obtain in the other two universities. At Warsaw there are about 50 undergraduate and five post-graduate students following a correspondence course in chemistry. Notwithstanding the resemblances between the Russian and Polish systems, the dropout rate in Poland is surprisingly high: it is estimated to be 40 per cent.

c. Teacher training

It is a special feature of correspondence education in Poland that a large number of specialist teachers, in a wide range of subjects at lower levels, are trained professionally by correspondence courses. In the year 1965-6 over 31,000 obtained a teaching qualification by this method and in the year 1966-7 the figure was over 33,000.

d. Workers' education

The greatest preponderance of evening and correspondence students in Poland is to be found in the lyceums and technicums, which specialise in providing general and technical education for the working population, technicians and foremen, etc. In 1966-7 there were 633,710 such students attending courses, an increase of 6.3 per cent over the previous year. Plans are in hand to raise the total to over a million by 1970, and the number of lyceums and technicums is being doubled to cater for the increase.

c. Radio and television

Radio, and to a lesser extent television, are used for the transmission of full courses of correspondence lessons. Popular university courses, one on agriculture and another on biology, have been broadcast in the form of lectures by well-known Polish writers and speakers, for general educational purposes. There are of course no examination requirements for these, nor do they earn a qualification, but reading and reference material are suggested for those who wish to pursue the subjects.

Other courses geared to the syllabuses of higher technical studies are transmitted on television. These are examination-oriented, and may form part of a correspondence course. Foreign language instruction is also provided on both media, on lines similar to B.B.C. programmes, and it is hoped that the allocation of a second television channel in 1970 will greatly enlarge the educational resources open to students.

SECTION IV: SOME GENERAL OBSERVATIONS

In a field as extensive as this, information and impressions derived over a period of three weeks are insufficient for a serious evaluation of correspondence study: the following observations nevertheless suggest themselves:

1. In all three countries, correspondence education and correspondence lesson material are used extensively to supplement other resources. They are nearly always integrated with some form of oral instruction.
2. Study by correspondence is officially recognised as an effective educational medium in each country, and receives large-scale financial support from public authorities.
3. The effectiveness of existing correspondence provision is partly maintained through safeguards in the form of inspection and/or control by the responsible government authority.
4. On the scale represented here, the use of educational media in combination calls for a very high degree of co-ordination and reciprocity between the providing institutions, especially at regional level.
5. Qualifications obtained through correspondence study appear to be regarded as equivalent to those obtained by any other method.
6. Postal courses form a substantial part of the provision for teacher training in all three countries.

7. The use of correspondence material in conjunction with other 'distance' media such as television and radio is well-established for educational purposes.

8. Wastage and drop-out in all three countries are generally claimed to be at a lower level than they are estimated to be among British correspondence students. The institutions involved are keenly aware of the difficulties associated with study in isolation, and are concerned to alleviate these by all available means.

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Professor Wojciechowski, Professor of Adult Education, University of Warsaw, for his briefing on correspondence education in Poland;

and many others, listed separately in Annex 1, for their generous help and enthusiasm during this enquiry.

ANNEX 1

This report is based on information obtained through interviews and discussions with members of many institutions and government bodies and from material prepared by them.

Interviews and Discussions

Sweden

Hermods,
Malmo.

Dr. Holmberg	Managing Director
Mrs. Oberg	
Mrs. Siwmark	
Mrs. Eurenius Rydbeck	
Mr. Axelsson	
Mr. Beijer	
Mr. Svensson	

Swedish Paper Industry Training Centre,
Markaryd.

Mr. Olov Borg

Marieborg Folk High School,
Norrköping.

Mr. Karl-Herman Tapper	Principal

College of Adult Education (Statens Gymnasium för Vuxna),
Norrköping.

Mr. Stig Siden	Rektor

A.B.F.,
Norrköping.

Mr. Rolf Jansson	Study Instructor
Mrs. Janet Ericsson	

Swedish Broadcasting Corporation,
Stockholm.

Mr. Lindhal	Assistant Producer

Folkuniversitetes,
Stockholm.

Mr. Peter Hammarberg	Rektor

A.B.F.,
Stockholm.

Mr. Sven-Arne Stahre	Rektor

Brevskolan,
Stockholm.

Mr. Lasse Olsson	Deputy Head

Swedish School Board of Education,
Stockholm.

Mr. Karl Högemark	Consultant

Department of Education, University of Stockholm,
Stockholm.

Professor Torsten Husén

[illegible],
Stockholm.

Professor Paul Lindblom

Swedish Employers Federation,
Stockholm.

Mr. [illegible]	Director

Russia

University of Leningrad,
Leningrad.

Professor Penkin	Deputy Rektor

All-Union Polytechnical Institute,
Moscow.

Professor Bogoliubov

Institute of Postal Education for Finance and Economics,
Moscow.

Mr. Bicheov Potherserigavich	Rektor

Moscow Institute of People's Trade,
(Plekhanov's Institute)
Moscow

Professor Ustinof	**Dean**

University of Moscow,
Moscow

Mr. Kassirsky	Foreign Relations Department

University of Kharkov,
Kharkov

Professor Bugrov

Ministry of Higher Education,
Moscow

Professor Sherbina	Minister of Higher Education (Methods)
Mr. Kulibev Mr. Annisimov	Correspondence Education Section

Poland

University of Warsaw,
Warsaw

Professor Wojciechowski	Professor of Adult and Correspondence Education

Ministry of Education
Warsaw

Mr. Kierecinski	Director - Higher Education

ANNEX 2

Training programme for shop assistants

(A sample programme as given to grocers)

Self Study Stage 1

(Study by correspondence obligatory)

Departmental Course for Warehouse personnel (KLAO-30)

Subject	Number of lessons or letters
The sense of service	3
Methods of work	2
Our goods	1
Nutrition	3
Know what you sell:	
Vegetables	3
Fruit	2
Dairy produce	2
Fish and shell fish	3
Total	19

Departmental Course for Warehouse personnel (KLAO-31)

Sense of service	3
Methods of work	2
Our goods	1
Total	6

Departmental Course for Fruit and Vegetable personnel (KLAO-32)

Subject	Number of lessons or letters
The sense of service	3
Methods of work	2
Our goods	1
Know what you sell:	
Vegetables	3
Fruit	2
Total	11

Departmental Course for Cheese Personnel (KLAO-33)

The sense of service	3
Methods of work	2
Our goods	1
Dairy produce	2
Total	8

Departmental Course for Fish-mongers (KLAO-34)

Subject	Number of lessons or letters
The sense of service	3
Methods of work	2
Our goods	1
Fish and shellfish	3
Total	9

Departmental Course for Drivers (KLAO-35)

The sense of service	3
Methods of work	2
Our goods	1
The driver and his car/ Lorry	4
Total	10

Reading list of books and periodicals

Self Study Stage 2
(Study by correspondence obligatory)

Basic course (KLAO-40)

Subject	Number of lessons or letters
People in the place of work	4
Co-operation	5
Our costs (Letter/ Lesson 1)	1
Our control	1
	11

Correspondence course for the credit stage

Biotechnology	5

Reading list of books and periodicals

Course at Co-op. Study Centre "Var gard"

Central warehouse course - 2 weeks

Co-operation
Economics
Storage and buying
Instructions
Questions related to co-op. society and shop
Know what you sell
Current information
Case study
Study visits

Entrance qualifications

Age: Minimum 18 years.
Permanently employed
Completion of stages 1 & 2

Self Study Stage 3

(Study by correspondence obligatory)

Course for applicants for Foreman's course at the study centre (KLAO-60)

Subject	Number of lessons or letters
Arithmetics	9
Elementary Psychology	7
Psychology of leadership	5
Basic Accountancy	6
Basic National Economics	5
Work Study*	6
Total	38

Correspondence course for the credit stage

Putting into words	4
"How shall I write"	3
The slide rule	3
Elementary statistics	3
Our meeting	3
	16

Reading of the study centres requirements for the next stage of the course at the centre

* The course comprises of 10 letters or lessons but the first 6 only are designed to be part of this course of study.

Course at Co-op study centre
"Var Gard"

Foreman course - 6 weeks

Co-operation
Social questions
Business Economics
Foremanship
Organisational problems
Piece-work and negotiations
Shop and selling
Prices
Warehouse and buying problems
Case study
Study visits

Entry qualifications

Age: Minimum 22 years.
Permanent employment for at least 2 years.
Completion of stage 3.

Self Study Stage 4
(Study by correspondence obligatory)

Course for applicants for continuation of Foreman's course at the study centre (KLAO-70)

Subject	Number of lessons or letters
Your Business & Society	3
Balance Sheet in Accounting	4
Costing	3
The Firm and the Market	5
What does the management do?	3
Sales Statistics	5
The slide rule	3
The place of work	5
Total	31

Correspondence course for the credit stage

Work or shop management	3
Material handling	5
	8

Reading of
the study centre's requirements for the next stage course at study centre.

Course at Co-op study centre
"Var Gard"

Continuation course - 5 weeks

Business Economics
Foremanship in management
Personnel problems
Social questions
Co-operation
Oral presentation (Speech)
Selling
Piece-work and negotiation
Development
Organisation
Case study
Study visits

Entrance qualifications

Age: Minimum 25 years.
Completion of stage 4.

Self Study Stage 5
(Study by correspondence obligatory)

Courses for applicants for further continuation of Foreman's course at the study centre ([illegible]O-80)

Subject	number of lessons or letters
Algebra	8
Labour Legislations	5
Evaluation work and qualifications	4
Personnel evaluation	3
Labour negotiation and management	3
Negotiation and settlement	5
Industrial consultative committee	3
Total	31

Correspondence course for the credit stage

"Shop floor safety - it pays off"	5

Course at Co-op study centre "Var Gard"

First further continuation course - [illegible] weeks

Business Economics
Accountancy and stocktaking
Planning
Personnel and management problems
Statistics
Administration
Production
Case Study
Study visits

Entrance qualifications

Completion of Self Study Stage 5.

ANNEX 3

Ministry of Trade U.S.S.R.

Moscow Institute of People's National Economy

EXAMPLE OF CURRICULUM

Correspondence courses in Technology and Organisation of Food and Catering Industry.

Faculty: Technological Correspondence Faculty Course leading to qualification of Technologists and Engineers.

5th year

Subjects	No. of Hours			Control work	Tests	Examinations
	Total	Including Exam.& Lab. sessions				
		Lectures	Lab. & practicals			
1. Sanitation and Hygiene	51	10	–	1	–	1
2. Technology of Food preparation	245	30	40	4	1	1
3. Equipment of Catering Establishment. Large scale cookers (by gas or electricity)	100	20	20	1	1	1
4. Book-keeping and Calculations	22	18	8	1	–	1
5. Fundamentals of construction (Food ind.)	50	8	8	1	1	–
6. Organisation and Planning of Catering Establishments	50	12	8	1	1	–
7. Techniques of Refrigeration	104	20	20	1	1	1
8. Physiology of Feeding	68	14	6	1	–	1
Total	690	132	110	11	5	6

Dean of the Correspondence Faculty (USTINOF B.I.)

APPENDIX H

RESPONSES TO THE OPEN-ENDED SECTIONS OF THE ENROLMENT QUESTIONNAIRE

APPENDIX H

RESPONSES TO THE OPEN-ENDED SECTIONS OF THE ENROLMENT QUESTIONNAIRE

Report of an analysis carried out by W.J.A. Harris,
Lecturer in Adult Education, University of Manchester.

This is a report of a study of those replies to questions 11 and 12 in the enrolment questionnaire which were not in the form of multiple choice answers (A, B and X). In each of these two questions there were thirteen printed 'reasons'. Space was also left, below each list, and also at the foot of the whole sheet, for respondents to add (a) other reasons (not listed), and (b) any further comments in explanation of their choices. Details of the construction and method of distribution of the questionnaire, together with a specimen copy, will be found in Volume I, Chapter Seven.

As 20,045 forms were sent out to the correspondence study students, (through their correspondence colleges), and 12,077 were returned completed, the 7,135 G.C.E. 'A' level students who returned questionnaires represent a substantial part of the total. This analysis covered 1,374 of the returns from G.C.E. 'A' level students i.e.19 per cent. Of these 1,374, 621 or 45per cent made some form of 'open-ended' response.

To summarize the results:

I Question 11 asked for reasons for decisions to study, and listed thirteen suggested reasons (which we will indicate here as (1) to (13) corresponding with the order in which the reasons were printed on the questionnaire).

(13) Over 160 commented on the motivation to study for 'A' levels in order to pass on to further study.* Of these as many as 149 wished to study eventually for a degree or go to university. The number might be larger if one deduced that those who merely wished to 'study for law' were also wanting a university degree. Where the degree was stated or could be deduced the score was B.A., 24; Economics, 7; B.Sc., 6; B.Ed., 4; Ll.B.,3; Engineering 3; Law, 2; Medical, 2; Dental, 2; History B.A., 1; Maths, 1; B.D., 1; Soc'l St., 1;

(7) 48 wished to enter teacher training college or 'to teach' in schools. Allowing for the small degree of overlap (students responding to both reasons (7) and(13)), about 200 altogether commented that they were aiming at further study.

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* But see further reason (7) below.

(2) 25 stressed the making up of missed opportunities in schooling;
(6) 19 stressed improving job performance;
(1) 11 stressed enjoyment of study;
(10) 10 stressed keeping up with others;
(4) 8 stressed interest in subject;
(9) only 7 stressed the need for a contrast from normal occupation.

The other five listed reasons each collected some mention, but were stressed by only 2 to 6 people.

A number of extra reasons were put forward, though none (so far), by more than 7 or 8 people. These reasons included:

a. helping children or husbands to study;
b. keeping one's mind alert;
c. disproving the prejudices of others about oneself;
d. serving the community;
e. improving exam results already attained (mainly older school students);
f. earning more salary;
g. understanding society;
h. improving one's conversation.

II Question 12 asked for personal reasons for studying by correspondence, and listed thirteen reasons (i.e. (1) to (13)). Here there were rather more new reasons, apart from those already listed, in students' comments. Of the listed reasons:

(4) The suggestion that going to classes was uneconomical of time was supported in as many as 70 replies, mainly by those who wished to attain qualifications quickly and who accordingly wished to work at their own pace. This is therefore related to the wish of others, who:

(2) wanted to work at their own pace - 20 comments. The next largest support was given to:

(9) 'that a correspondence course will help you in your class studies' - 43 students.

(7) 25 commented that no classes were conveniently available. 'Convenience' was however variously dependent on time, subject availability, place or even the right examining board, and this particular reason overlaps with many others. There were also 24 who supported reason (11), i.e. that they preferred individual study to class study, some because they were too self-conscious. Of the eight remaining listed reasons, only two attracted more than 6 supporters. These two were: (5), problems of "domestic responsibilities" - 16 students, and (1), problems of shift working - 15 students.

Of the 30 extra reasons which were adduced by students to explain their choice of study by correspondence, the four most 'popular' were supported by between 24 and 31 replies each. The most popular, with a score of 31, was almost the most difficult to explain, i.e. the feeling that correspondence study was "CHEAPER" in spite of the level of course fees. Many evidently felt it was cheaper because they could be earning while studying, which implies a choice between full-time and part-time oral study. The next most popular reason, with 29 supporters, was that they had very irregular leisure time available, with a variety of causes including work in nursing and in the armed services (which relate to printed reason (1) concerning shift-work). This might be added to the ten who felt that they often worked TOO LATE FOR CLASSES, and to the nine who felt that CLASS TIMES were TOO INCONVENIENT for them. Another larger group, 26, felt that only correspondence study enabled them to STUDY AN EXTRA SUBJECT; while 24 attacked POOR CLASS TEACHING (mainly evening classes), this being in their experience tedious, incompetent or incapacitated by tired teachers and over-large student numbers.

Another large group, 18, DISLIKED TRAVEL to class centres ('a waste of time', etc.). This is relevant to printed reason (4) which attracted the highest number of 'free' comments overall. An important point, mentioned by 16, was that class course dates were often too rigid to provide for late enrolment, January exams and other special needs. More positively, ten felt that correspondence study was ideal for revision, 9 that it provided for individual attention, and 8 that one could study while travelling, while (partly) incapacitated by illness, or while actually at work (with less demanding work duties!). Many other reasons were put forward by a very few students, some by individuals alone. We can note 5 students who gave high praise to the QUALITY of correspondence tuition (in detail), and another 5 who far preferred the COMFORT OF HOME TO CLASS SURROUNDINGS.

Three conclusions can be drawn from this limited study, as follows.

(a) In their 'free' comments, students most often simply amplified the printed reasons, despite having been asked to supply others.

(b) The reasons students most frequently wrote about were those which proved most popular in the multiple-choice sections of the questions, notably in the cases of reason (13) in Question 11 and reasons (2), (4) and (7) in Question 12.*

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*Cf. the findings presented in Volume I, Chapter 8.

(c) In Question 12, where some new reasons received a measure of support, these reasons frequently covered different aspects of the relative inflexibility of class tuition in terms of timing or provision. All of these reasons tended to support the main conclusions drawn from the analysis of the total response to this question.

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